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ABSTRACT

This home economics curriculum for the middle school (grades 6-8) is designed to assist students in developing self-concept, making decisions, and developing basic skills. Written by a group of home economics teachers, this curriculum contains nine learning packages on the following topics: (1) consumer management; (2) decision management; (3) family and personal development; (4) clothing and textiles; (5) grooming and health; (6) housing; (7) food preparation; (8) nutrition; and (9) child development. Each packet has been developed at three grade levels and contains the following instructional elements: unit objectives, specific objectives, directions for teaching, information sheet, assignment sheets, job sheets, tests, and answer sheets. (BM)

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curriculum manual

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6th · 7th · 8th grades

developed by:
University of New Mexico
Home Economics Department

sponsored by:
The State Department of Education
Vocational Division
Home Economics

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MIDDLE SCHOOL
CURRICULUM GUIDE

Levels I and II developed by a selected group of teachers under the direction of Ednell M. Snell, Department of Home Economics, University of New Mexico. Level III developed by Betty Lou Snapp, consultant, Albuquerque Public Schools.

Financed by the Division of Home Economics Education,
State Department of Vocational Education

1978

FORWARD

The middle school has been described as a school dealing with those students who are neither adolescentce or children. The age group has received little study in developmental psychology, yet is a stage of major transformation. The physical, social, mental and psychological capacities of the individual take on adolescent characteristics. Emotions change so rapidly the individual needs understanding to work in dealing with them. The middle school should provide the nuturance for growth of each individual to allow him or her future school success.

The home economics program for the middle school was developed to meet the physical developmental, social interaction and intellectual functions of the pre-adolescence. The primary objectives were to assist students in developing a self-concept, making decisions regarding his everyday life processes, and at the same time developing basic skills in reading, listening, speaking, writing and everyday mathematical computations. The packets offer opportunities for the students to explore cognitive, effective and psycho-motor learnings.

The objectives deal primarily with providing problem solving opportunities and decision making experiences in consumer areas, health, nutrition and safety. Value clarification goals related to an awareness of who I am and how I relate to others. In addition, experiences are related to career opportunities in fields using home economics knowledge and skills. These skills may be used for gainful employment or useful employment in encouraging worthwhile leisure activities.

The packets have been designed for both boys and girls as the content is needed by both to survive as individuals in our modern society.

SUGGESTIONS FOR USE OF THE GUIDE

The Middle School curriculum for the 6th and 7th grades was written by a group of teachers enrolled in a Middle School class in the Department of Home Economics at the University of New Mexico. The 8th grade was written by Betty Loue Snapp, Home Economics consultant, Albuquerque Public Schools. The guide includes the following packets:

Consumer management	CM
Decision Management	DM
Family and Personal Development	FPD
Clothing and Textiles	CT
Grooming and Health	GH
Housing	H
Food Preparation	F
Nutrition	N
Child Development	CD

Packets were developed at three levels -- I, II, III. The concepts for each area at the three levels of the middle school follow with the percentage of time to devote to the area. Guidlines of 6-9 weeks at the 6th and 7th grade and a semester at the 8th grade were used. Schools that have different times should use the percentages to determine the amount of time for the packets. It is recommended that the total amount of time in the middle school not exceed one year.

Each packet contains:

Unit Objectives	white
Specific objects	white
Directions for teaching	white
Information sheet	green
Assignment sheets	goldenrod
Job sheets	blue
Test	canary
Answers	pink

This is an adaptation of the Mid-America Consortium format.

The objectives should be shared by the teacher with the student day by day or as the unit is introduced. The information sheets can be duplicated and used by the student. Attempts were made to write these at the reading level of middle school students. However, the conceptual nature of many packets will require the teacher to assist the students in reading and comprehending the material. The information sheets were written by individual teachers and have not been edited for accuracy.

Each teacher is encouraged to be original in the use of the material. The packets do not eliminate the teaching role of the teacher. Each teacher needs to plan and utilize the learning activities to meet the needs of her particular group of students. Creative use of the learning experiences is encouraged. Teachers need to organize to provide various size group experiences as well as the individual activities. New teaching techniques are encouraged. Pre-adolescence respond favorably to new activities. Minimal evaluation devices are provided. Teachers are urged to help individuals establish goals and evaluate progress on an individual basis.

Level I and II were developed by the following teachers of Middle School, Junior high and graduate students:

Sylvia Alvarez	Graduate Student
Emilia Burns	Bloomfield
Maryellen Butler	Harrington, Santa Fe
Sidney Doughty	Garfield, Albuquerque
Teri Fahs	Truman, Albuquerque
Luellen Galoz	Garfield, Albuquerque
Gwendolyn Gideon	Adams, Albuquerque
Panzy Jordon	Portales
Beverly Larson	Taft, Albuquerque
Lorraine Lemke	Graduate Student
Dora Marroquin	Kennedy, Albuquerque
Beatrice Melendrez	Alameda, Las Cruces
Mickey Miller	Van Buren, Albuquerque
Carmen Pennington	Bernalillo
Kay Provolt	Adams, Albuquerque
Nila Romero	Los Lunas
Robina Sandoval	Washington, Albuquerque
Jane Stokes	Graduate Student
Annette Sussex	Wilson, Albuquerque
Nixie Williams	Graduate Student
Sue Winget	Van Buren, Albuquerque

CONCEPTUAL OUTLINE

Home Economics for Mid-School

Area	Level I	% of time	Level II	% of time	Level III	% of time
	Recommend 6-9 weeks		Recommend 6-9 weeks		Recommend 18 weeks	
Consumer Management Concepts	Making the Most of Our Money A. Money decisions for 6th graders B. Sources of money C. Spenders' Satisfaction	13%	You, A Consumer A. You a consumer of materials B. Managing of material 1. Conservation and over-consumption	13%	Teenage Consumers A. Consumers' rights and responsibilities B. Buying guides	15%
Family and Personal Developments Concepts	Who Am I A. Inherited characteristics B. Acquired characteristics C. Decision and management	12%	Who Am I and How Do I Relate to Others A. Decision-Making B. Relationships with others	15%	Self- Understanding A. Basic needs B. Development C. Physical changes D. Using decisions to reach goals	15%

Area	Level I	% of time	Level II	% of time	Level III	% of time
Clothing and Textiles	A. Basic Construction Use of machine B. Taking Clothing care Responsibility C. Who sells Clothes	13%	A. Woven Fabric Construction B. Fabric Purchasing C. Construction Torn Project D. Clothes for me E. Who makes Clothes	20%	A. Simple Construction Using a Pattern B. Purchasing Clothing C. Taking care of Clothes D. Who designs Clothes	15%
Grooming and Health	Look Your Best A. Personal Cleanliness B. Clothing Care C. Careers, Dry Cleaners, Laundry	12%	A. Personal Grooming B. Influence of Nutrition C. Careers: Beautician, Manecurist, Barber, Dental Assistant, Cosmetic Sales	5%	A. Consumer Aspects of Grooming Careers: Educational Opportunities	5%

Area	Level	% of time	Level II	% of time	Level III	% of time
Housing	Your Room A. Storage Principles B. Room Project C. Sharing D. Comfort	12%	Your Home A. Care of Home and furnishings B. Sharing space C. Areas for entertaining D. Career: Maid to Executive Household	12%	Your Environment A. Your Surroundings B. Natural Resources and Ecology C. Careers: Environmental Design	10%
Foods and Nutrition	A. Guide to Eating for a Healthy body B. Working in the foods laboratory C. Preparation of nutritious snacks D. Careers	Food 13% Nutrition 12%	A. Importance of food B. Nutrition C. Management and Consumer aspects of food D. Food Preparation E. Careers	Food 12% Nutrition 10%	A. Family Food Patterns B. Nutrition C. Management and consumer aspects D. Food Preparation E. Careers	Food 13% Nutrition 12%

Home Economics Concepts Mid-School

Area	Level I	% of time	Level II	% of time	Level III	% of time
Child Development and Guidance	Safety for Young Children		Baby Sitting - A Part-time Occupation		Understanding Children Through Play	
	A. Supervise for safety		A. The Employee		A. Value of Play	
	B. Reasons for accidents	15%	B. The Employer	15%	B. Types of play to satisfy growing interests	15%
	C. Safe environment for young children				C. Play for different ages	
					D. Games	
					E. Selecting toys and play materials	
					F. Related careers	

CONSUMER MANAGEMENT

LEVEL I

UNIT OBJECTIVE

After completion of this unit, the student should be able to distinguish between wants and needs, recognize immediate and long-range spender's satisfaction and list ways to earn and save money. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify two pictures of items the student wants or needs.
2. Distinguish between wants and needs.
3. Express immediate and long-range spender's satisfaction.
4. List five ways to earn money.
5. List ways to save money.
6. Construct a simple gift and compute the cost with a purchased gift.

CONSUMER MANAGEMENT

SUGGESTED ACTIVITIES

1. Instructor

   A. Provide students with objective sheet

   B. Provide students with information sheet

   C. Make transparencies

   D. Give the final test as a pre-test to find out how much knowledge the student already has.

   E. Select pictures of items for students to categorize for needs and wants. (Such as:

      Wants
      lip gloss
      movies
      trips
      combs
      skate boards

      Needs
      food
      clothing
      shelter
      medicine)

   F. Prepare assignment sheet #1 - Wants and Needs - - Affective Domain

   G. Prepare a bulletin board (Be Super Cents-a-tive). Students will place cut-out pictures on bulletin board and state whether the picture is a want or need.

   H. Show transparencies and read problem situations and discuss possible solutions. Students may develop their own situations and discuss.

   I. Select a pattern from the following or develop directions for the suggested activities:

      1. Bone pillow

      2. Trash can

      Additional gift suggestions:

      1. Book markers

      2. Pin cushions

      3. Desk accessories

      4. Book covers

SUGGESTED ACTIVITIES

5. Plant rooting exchange
6. Rock baby
7. Placques from odds and ends
8. Mending kit
9. Gingerbread person

II. Students:

A. Read objective sheet.

B. Study information sheet.

C. Complete assignment sheets and objectives as assigned by the instructor.

D. Take pre-test.

E. Select pictures of items you want or need.

F. Complete study sheet of wants and needs.

G. Classify wants and needs using bulletin board (Be Super Cents-a-tive).

H. View transparencies and read problem situations; discuss short and long-range goals.

I. Identify jobs obtainable using each letter of the alphabet.

J. List five ways you can earn money.

K. Discuss ways to save money.

L. Make bear tracks on how they spend their money and place on bulletin board.

M. Compute cost of gift.

N. Compare cost of gift with cost of purchased gift.

O. Students make bear tracks to go on bulletin board. Students are to write on tracks how they spend their money and then place on bulletin board.

CONSUMER MANAGEMENT

INSTRUCTIONAL MATERIAL

I. Included in this Unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. TM-1 Short and Long-Range Money Decisions

    2. TM-2 Almost A-Z to Earning Money

  D. Assignment sheets and activities

    1. Teacher selected pictures of items to buy (for wants and needs)

    2. Assignment sheet

      a. Wants and needs

      b. Gift comparison

    3. Bulletin Board - "Be Super Cents-a-tive"

    4. Bulletin Board (Keep Track of Your Money) Bear and bear tracks

    5. Construction paper, scissors, felt pens or crayons

  E. Job sheet

    1. Bone pillow

    2. Trash can

    3. Mending kit

  F. Test

  G. Answer to test

II. References:

  A. Fleck, Henrietta; Fernandez, Louise; and Munves, Elizabeth. EXPLORING HOME AND FAMILY LIVING. New Jersey: Prentice-Hall, Inc., 1959.

  B. Clayton, Nanalee. YOUNG LIVING. Chas. Bennet Co., Inc., 1959.

CONSUMER MANAGEMENT

INFORMATION SHEET

I. Money decisions

   A. A want is something we would like to have.

      1. An immediate want is something we would like to have right now.

      2. A long-range want is something we would like to have in the future.

   B. A need is something we must have to live.

      1. An immediate need is something we must have right now.

      2. A long-range need is something we must have in the future.

II. Sources of money

   A. Money can be earned by working.

   B. Sometimes money comes as a gift.

   C. By an allowance.

III. Ways to save money

   A. Money can be saved in different ways and different places - banks, bonds.

   B. Money can be saved by using our own abilities.

CONSUMER MANAGEMENT

SHORT AND LONG-RANGE MONEY DECISIONS
(Case Studies)

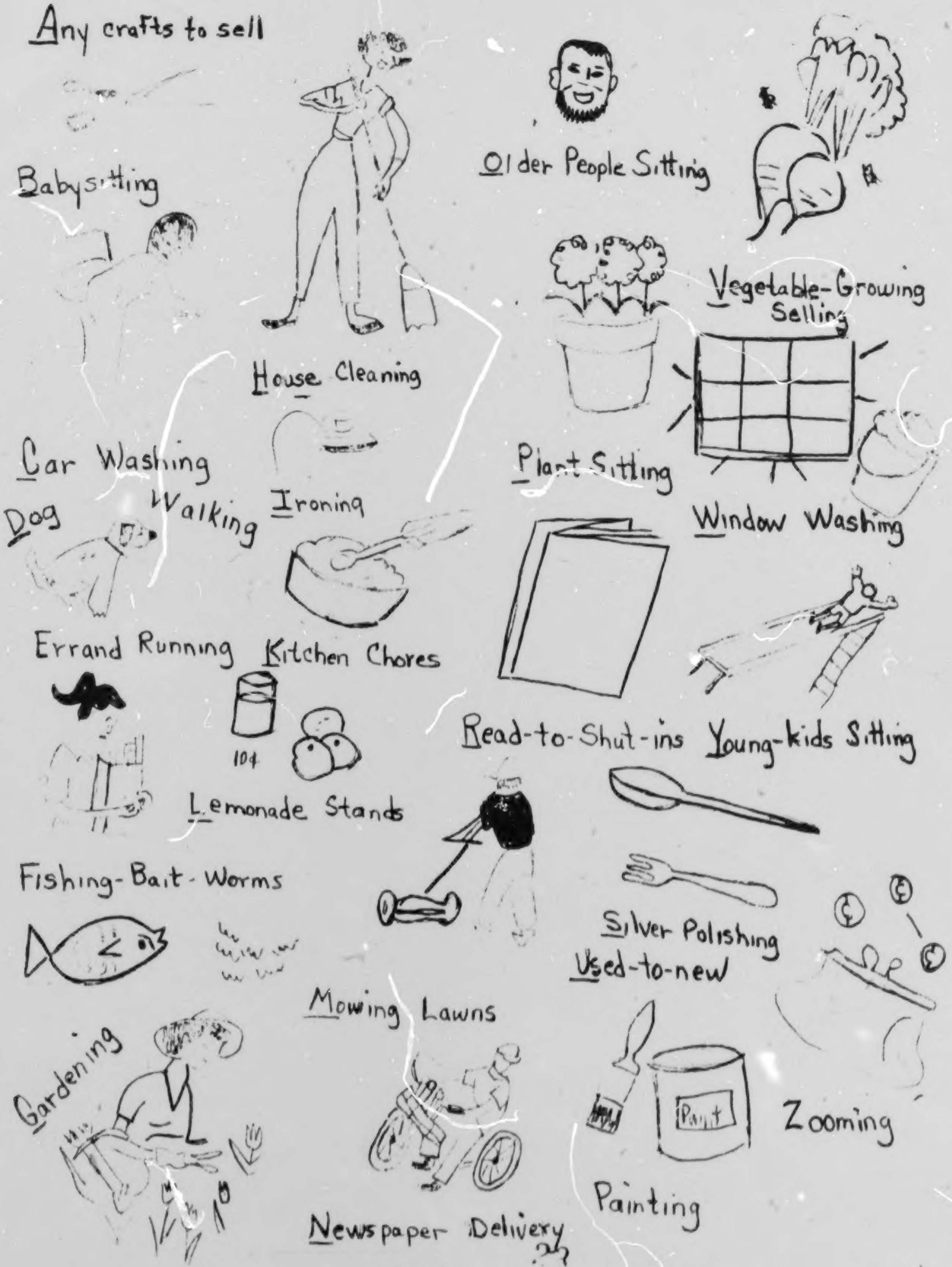
1. Dan's uncle sent him five dollars for his birthday. He needs new wheels for his skate-board, but he will have to save more than five dollars to buy them. The State Fair is next week, and Dan would like to go. Should he save his money until he has enough to buy new wheels, or should he spend his five dollars at the fair?

2. Frank's mother gave him lunch money this morning. Frank broke his comb last week and wants another one. Should he skip lunch today and buy himself another comb this afternoon?

3. Angela has really been anxious to see the newest movie. She has saved her babysitting money and has enough to go, but she is also saving for a tape recorder. Should she spend her money on the movie, or save it for the tape recorder?

4. Tina needs a new notebook for English. She has the money, but she would like to buy something to eat at the snack bar. Should she buy the notebook and skip the snack, or buy the coke and potato chips and try to borrow a notebook from someone?

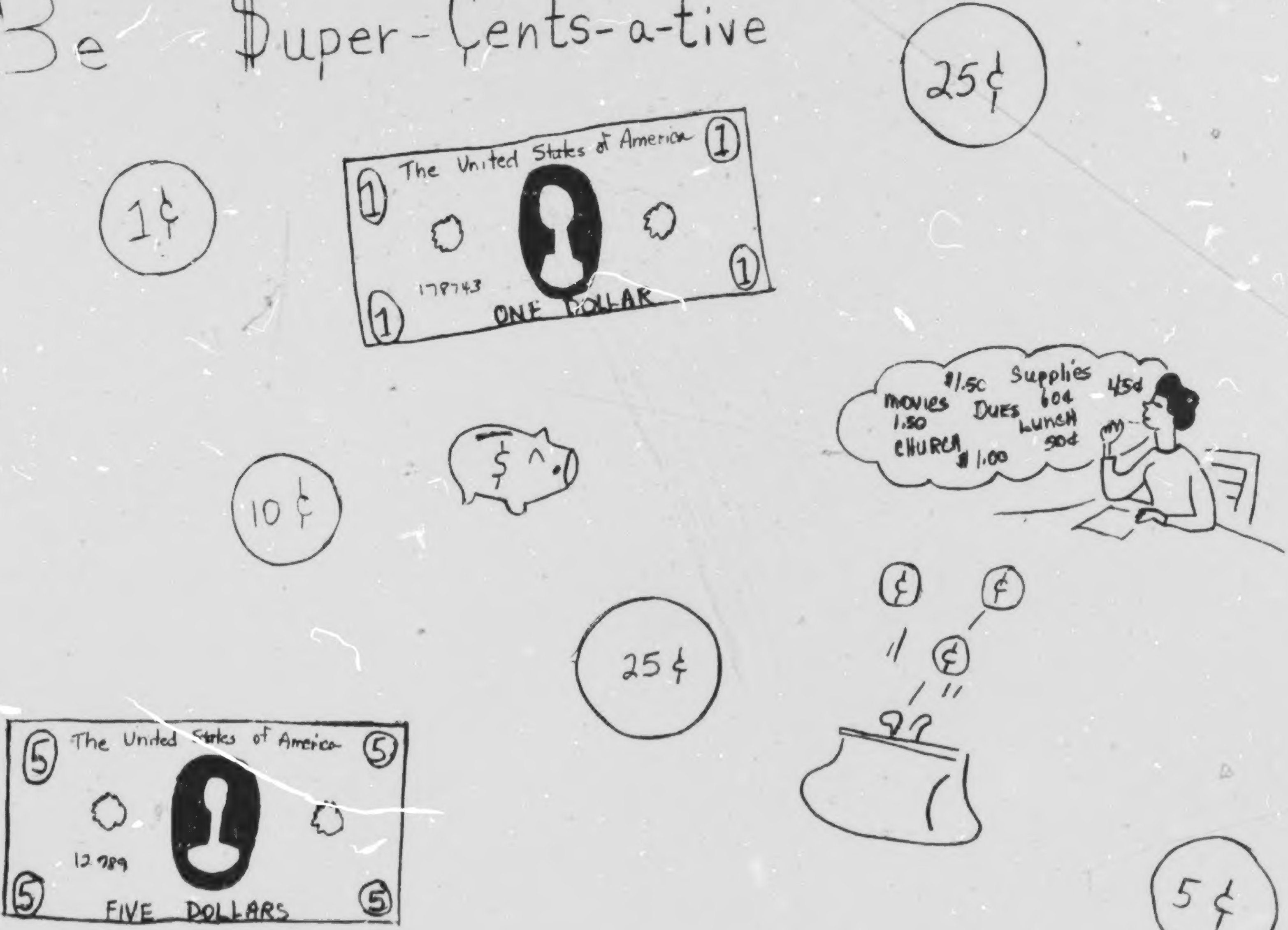
ALMOST A-Z GUIDE TO EARNING MONEY



Any crafts to sell
Babysitting
Car Washing
Dog Walking
Errand Running
Fishing-Bait-Worms
Gardening
House Cleaning
Ironing
Kitchen Chores
Lemonade Stands
Mowing Lawns
Newspaper Delivery
Older People Sitting
Plant Sitting
Read-to-Shut-ins
Silver Polishing
Used-to-new
Painting
Vegetable-Growing Selling
Window Washing
Young-kids Sitting
Zooming

BULLETIN BOARD IDEA

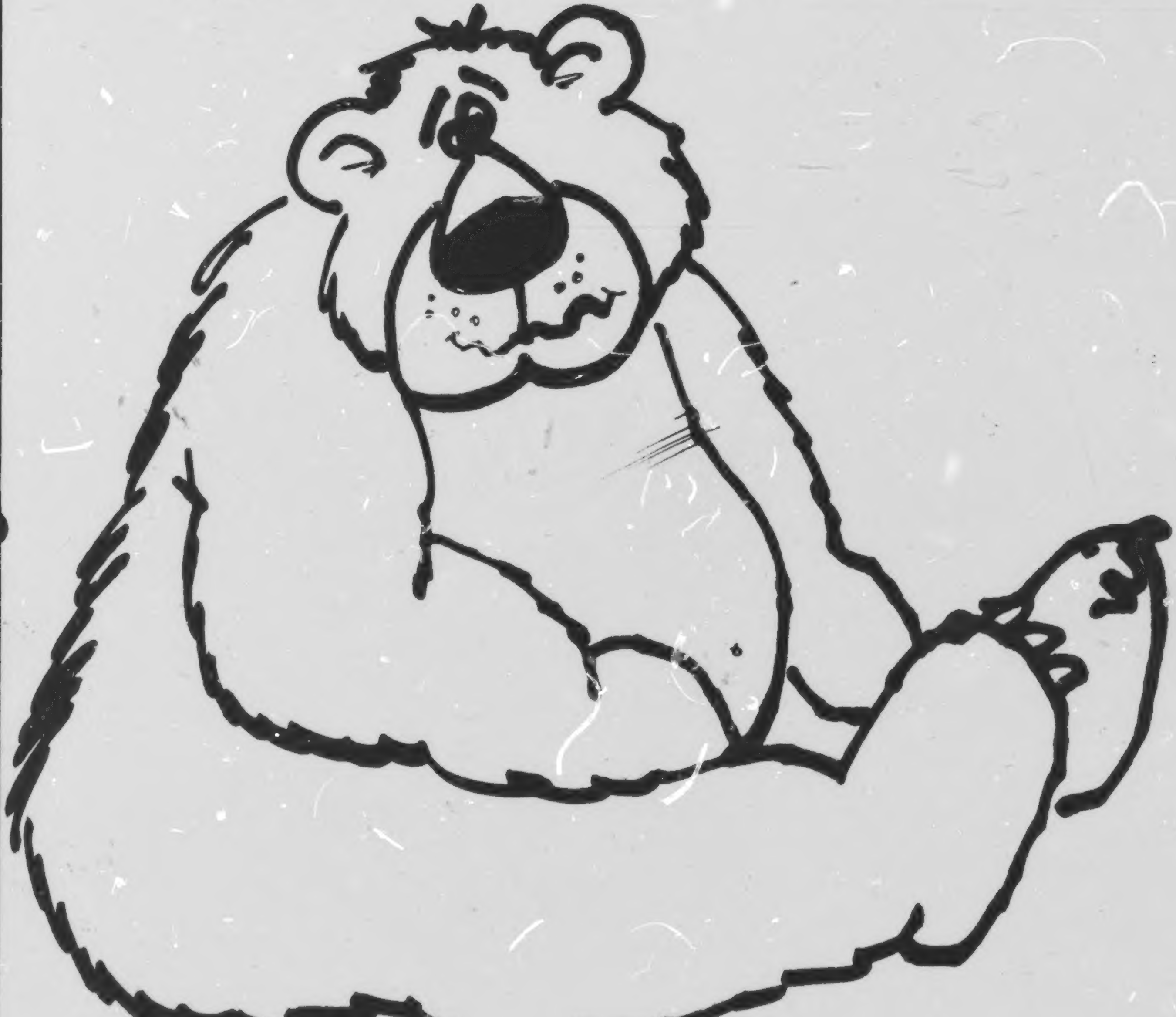
Be $uper-Çents-a-tive


25¢
1¢
The United States of America
1
178743
ONE DOLLAR
10¢
$
$1.50 Supplies 45¢
movies 1.50
Dues 60¢
Lunch 90¢
CHURCH $1.00
¢
25¢
The United States of America
5
12789
FIVE DOLLARS
5¢

CM I 8

KEEP TRACK OF YOUR MONEY

6th Grade Consumer Management p. 1 Bulletin Board "KEEP TRACK OF YOUR HEART"

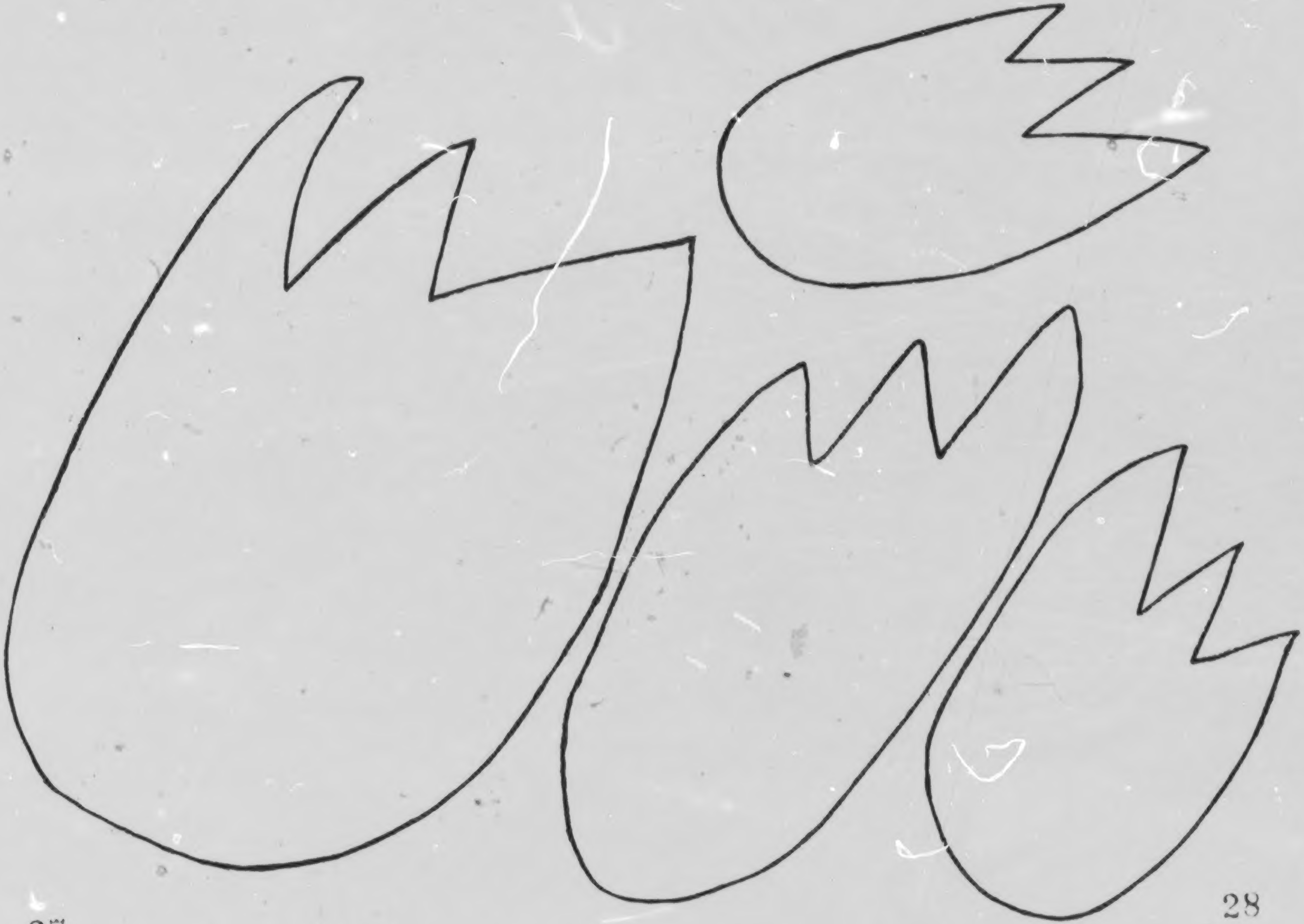


BULLETIN BOARD 2

CM I 9

P. 2 Bulletin board "Keep Track of Your Money"

CM I 10



CONSUMER MANAGEMENT

ASSIGNMENT SHEET #1 - WANTS AND NEEDS

1. What did you select?

2. Could I live without it?

3. Did you choose it because you saw it on TV or in a magazine?

4. Do I want it because my friends have it?

5. Would it make my life more enjoyable?

6. List 5 things you need.

    1.

    2.

    3.

    4.

    5.

7. List 5 things you want.

    1.

    2.

    3.

    4.

    5.

8. What is the difference between a want and a need?

ASSIGNMENT SHEET #1

9. List some items you want to buy now.

10. List some items you want to buy later.

CONSUMER MANAGEMENT

ASSIGNMENT SHEET #2 - GIFT COMPARISON

1. What gift did you make?

2. How much did it cost to make the gift?

3. If you had to buy a gift, what would you have bought?

4. How much would the purchased gift cost?

5. How much did you save by making the gift?

Cost of purchased gift:

minus

Cost of gift you made: ______________________

This is what you saved:

JOB SHEET 1

BONE PILLOW

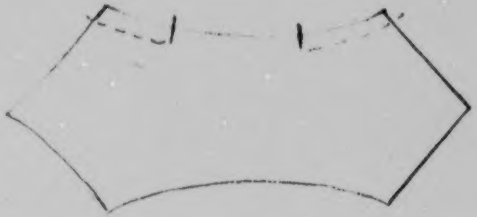
Supplies needed:

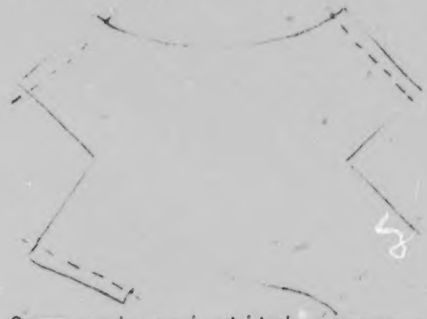
FABRIC: 1/2 yard 36 inches wide, or scraps and scraps may be pieced and be different colors. Measure scraps for one pattern piece 7" x 18" (you need four (4) pieces).

THREAD: Match fabric.

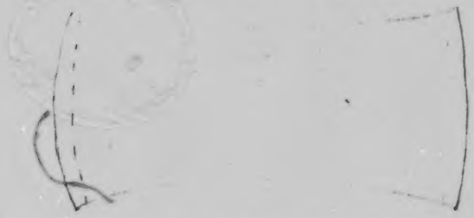
FILLING: Filling is the stuffing. Almost anything will work but 100% polyester Fiber Fil is best.

1. Lay pattern on straight grain of fabric. You will need four pattern pieces.
2. Cut.
3. Mark seam allowance - 1/2 inch wide.
4. Place right sides of fabric together.
5. Sew the four long seams, backstitch at each end. Leave an opening for stuffing in the fourth seam.
6. Stitch across ends as shown.



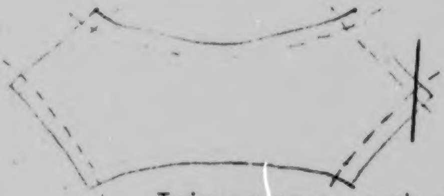


7. Open ends and stitch across as shown.



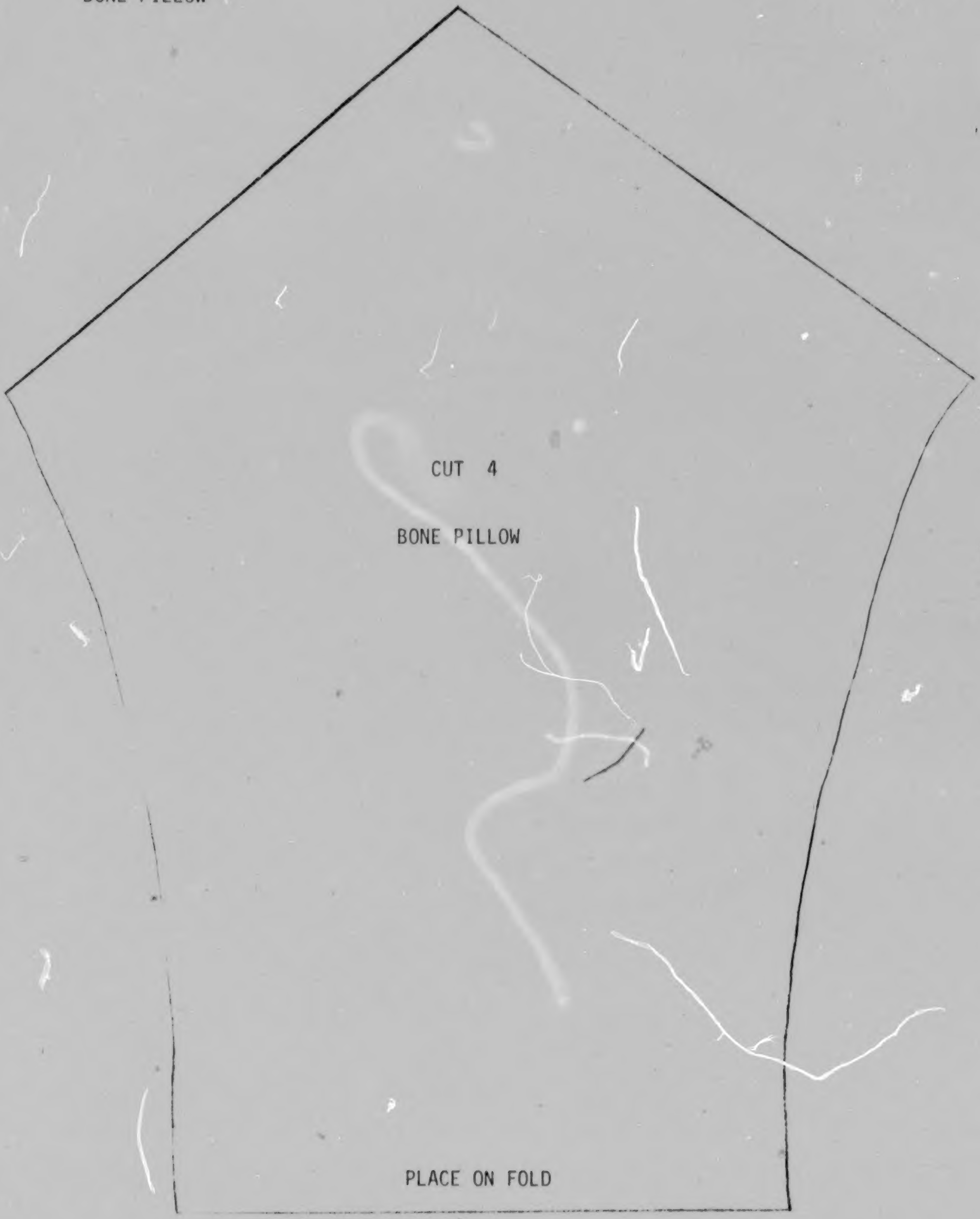
8. Clip seams (curved seams need to be clipped so they will turn and not pull and pucker).
9. Trim corners (to make nice, sharp points).
10. Filling - means stuff the pillow.
11. Slip stitch seam closed.

Clip every seam -



Trim corners, each one

BONE PILLOW


CUT 4
BONE PILLOW
PLACE ON FOLD

JOB SHEET 2

WHERE DO YOU THROW IT?

I. Materials and supplies:

A. Large round ice cream container - 1 to 5 gallon size (almost any place that sells ice cream will save one for you.)

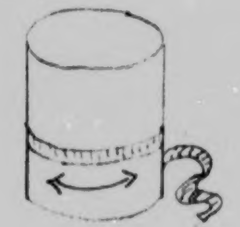
B. A large piece of wall paper, gift wrapping paper, or fabric. (Remember fabric gets dirty and may not last.)

C. Wallpaper paste.

D. Scissors, yardstick tape measure.

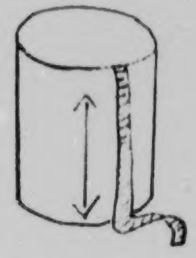
II. Procedure:

A. Measure with a tape measure the distance around the carton. Add one incn for overlap.



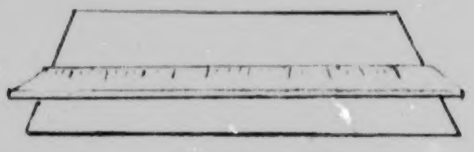
Total length around of paper __________".

B. Measure the height of the container.



Total height of paper __________".

C. Mark off the measurements with a yardstick.

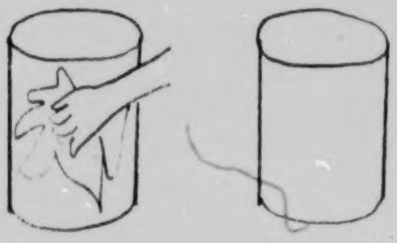


D. Cut the paper along the marks.

E. Place the paper on a table with the wrong side up.

F. Spread paste over all the surface.

G. Lay the carton on the paper and stick the paper around it. Be sure the paper is smooth and has no wrinkles.



H. Use a cloth to smooth down the paper.

I. Let it stand overnight.

JOB SHEET 2

How does your wastebasket rate?

1. Does the paper fit the carton?
2. Is the paper pasted down smoothly?
3. Do the edges meet evenly?
4. Are the edges fastened down tight?

CONSUMER MANAGEMENT

PRE-POST TEST

1. What is a want?

2. What is a need?

3. In the blanks below, state whether it is a want or a need?

____________________ Candy bar

____________________ Coke

____________________ Potato chips

____________________ Gum

____________________ Seeds

____________________ Lip gloss

____________________ Clothes

____________________ Notebook paper

____________________ Combs

____________________ Water

____________________ Pencils

____________________ Book cover

____________________ Lunch tray

____________________ Skate board

____________________ Shelter

4. List 5 ways to earn money.

   1.
   2.
   3.
   4.
   5.

5. List 5 ways to save money

   1.
   2.
   3.
   4.
   5.

CONSUMER MANAGEMENT

PRE-POST TEST ASSIGNMENT SHEET #1

1. What is a want? Something that would be nice to have.

2. What is a need? Something that is necessary for survival.

3. In the blanks below, state whether it is a want or need.

Want	Candy bar	Want	Combs
Want	Coke	Need	Water
Want	Potato chips	Want	Pencils
Want	Gum	Want	Book cover
Want	Seeds	Need	Lunch tray
Want	Lip gloss	Want	Skate board
Need	Clothes	Need	Shelter
Want	Notebook paper		

4. List 5 ways to earn money.

    1. Babysitting
    2. Mowing lawns
    3. Paper route
    4. Washing windows or cleaning house for someone.
    5. Yard work
    6. Affective domain
    7. Affective domain

5. List 5 ways to save money

    1. Make gifts
    2. Make clothes
    3. Shopping sales
    4. Discount coupons
    5. Conservation of resources

FAMILY AND PERSONAL DEVELOPMENT

LEVEL I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to explain the concept of family, acquired and inherited characteristics, personal responsibilities, and leisure time, this knowledge will be evidenced through completion of activities and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define family.
2. Describe by drawing a family.
3. Define inherited characteristics.
4. List five inherited characteristics.
5. Identify individual inherited characteristics of the student from a snapshot.
6. Define acquired characteristics.
7. List four acquired characteristics.
8. Define the acquired characteristics: personality, abilities, interests, and mannerisms.
9. List personal responsibilities in the family.
10. List major leisure activities.

FAMILY AND PERSONAL DEVELOPMENT

SUGGESTED ACTIVITIES

I. Instructor:

- A. Give pretest.
- B. Make transparency. Make bulletin board.
- C. Provide students with objective sheet.
- D. Discuss terminal and specific objectives.
- E. Provide students with information and assignment sheets.
- F. Discuss information and assignment sheets.
- G. Direct students through the different assignments, being flexible to allow for various answers which might be given by the student.
- H. Give lesson on picking out details in a paragraph.
- I. Present and discuss example of making a time chart.
- J. Give post test.

II. Student:

- A. Read objectives.
- B. View transparency.
- C. Study information sheet and complete each assignment sheet.
- D. Make sure you are able to perform according to the type of performance called for by each objective.
- E. Take test.

FAMILY AND PERSONAL DEVELOPMENT

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Assignment sheets

1.	Assignment sheet 1	Family
2.	Assignment sheet 2	Inherited characteristics
3.	Assignment sheet 3	Magic Square
4.	Assignment sheet 4	Personal responsibilities
5.	Assignment sheet 5	Who am I?
6.	Assignment sheet 7	Leisure activities
7.	Assignment sheet 6	Discovering myself
8.	Assignment sheet 8	Family and personal development
9.	Assignment sheet 9	Crossword puzzle in personal development
10.	Assignment sheet 10	Seek and find

- D. Answers to assignment sheets
- E. Job sheets
    - 1. Job sheet 1 -- Bulletin Board on WHO AM I?
    - 2. Job sheet 2 -- Bulletin Board on Inherited Characteristics
- F. Test
- G. Answers to test

FAMILY AND PERSONAL DEVELOPMENT

INSTRUCTIONAL MATERIALS

II. References:

Reiff, Florence. Steps In Home Living. Peoria, Ill: Bennett Co., 1971.

Kelly, Joan, and Eddye Landers. Today's Teen. Pearson, Ill.: Bennet Co., 1977.

Wells, Harold and John Cornfield. About Me. Chicago: Encyclopaedia Britannica, 1971.

Riher, Audrey and Charles Riher. Me: Understanding Myself and Others. Peoria, Ill., 1977.

FAMILY AND PERSONAL DEVELOPMENT

INFORMATION SHEET

I. What is a family?

   A. A family is two or more people living together, who share an income.

   B. Look at transparency #1.

      1. A mother, father, and child(ren) is a family.
      2. Grandparents, and child(ren) is a family.
      3. An uncle, aunt, and child(ren) is a family.
      4. A mother, stepfather, and child(ren) is a family.
      5. A father, stepmother, child(ren) is a family.
      6. A father, and child(ren) is a family.
      7. A mother, and child(ren) is a family.
      8. Foster parents, and child(ren) is a family.

II. What are inherited characteristics?

   A. Inherited characteristics are things you are born with.

III. Some inherited characteristics:

   A. Eye color is inherited

   B. Hair color is inherited.

   C. Height is inherited.

   D. Skin color is inherited.

IV. Some acquired characteristics.

   A. Acquired characteristics are things you learn after you are born.

V. Four acquired characteristics:

   A. Personality is acquired.

      1. The way in which a person acts and the way he feels.
      2. Examples of personality are: kind, loyal, respectful, helpful, good sport, and courteous.

   B. Abilities are acquired.

      1. Abilities are skills you have.
      2. Some examples are: skateboard riding, cooking, sewing, good grades, swimming and drawing.

FAMILY AND PERSONAL DEVELOPMENT

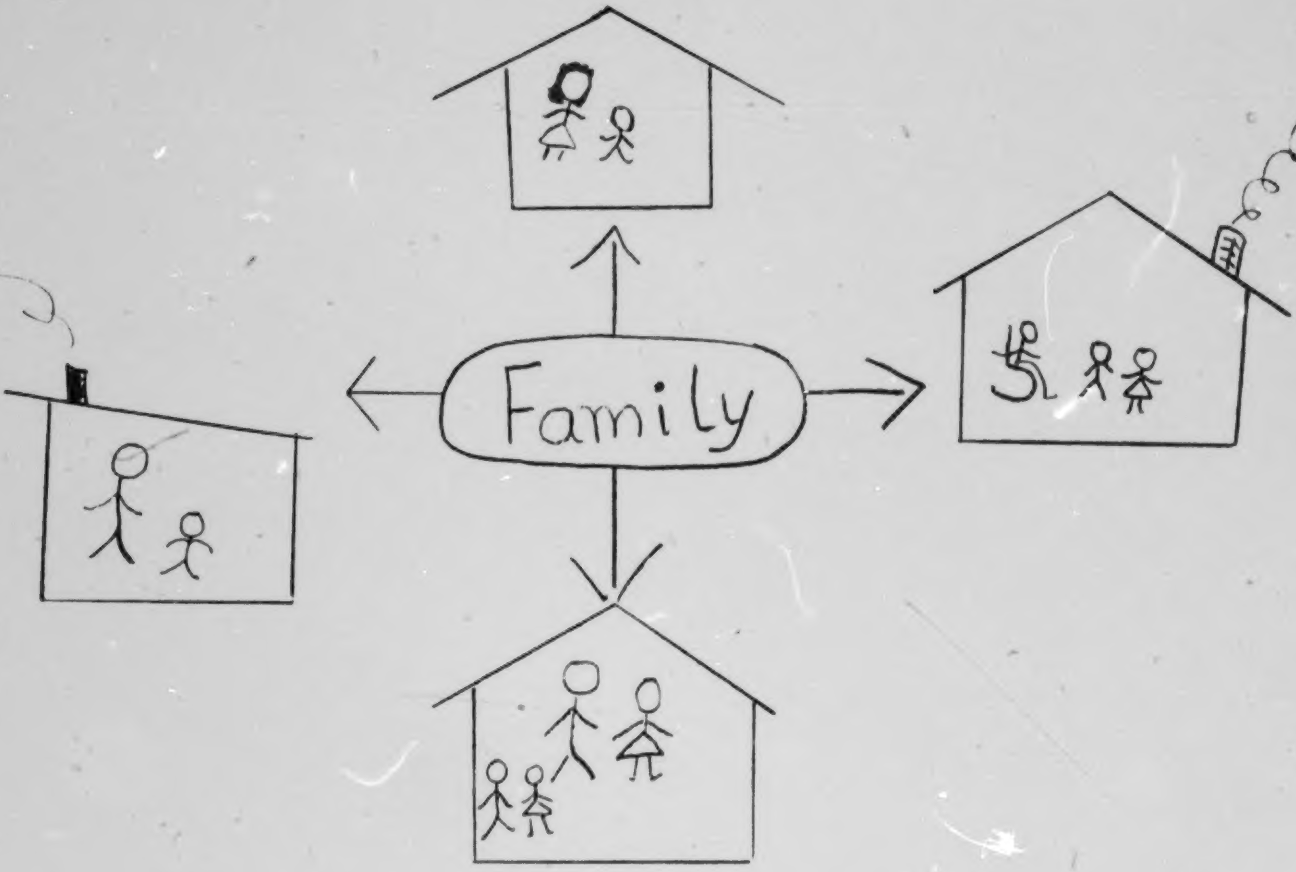
C. Interests are acquired.

1. Interests are hobbies you like.
2. Some examples are: collecting, reading, sports, personal grooming and playing with a yo-yo.

D. Mannerisms are acquired.

1. Mannerisms are how you laugh, talk, or walk.
2. Some examples are: slinky walk, horsey laugh, loud talk, or bossiness.

FAMILY



FAMILIES CAN BE MADE UP OF

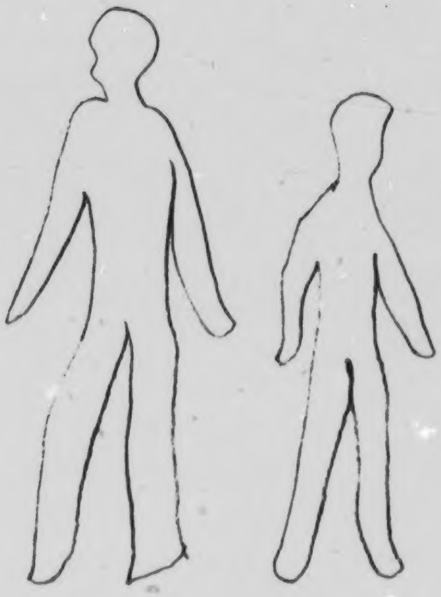
1. MOTHER and CHILD(ren)
2. FATHER and CHILD(ren)
3. MOTHER and FATHER and CHILD(ren)
4. GRANDPARENTS and CHILD(ren)
5. UNCLE and AUNT and CHILD(ren)
6. STEPMOTHER and FATHER and CHILD(ren)
7. FOSTERPARENTS and CHILD(ren)

Inherited Characteristics

color of eyes

Color of hair

Skin Color

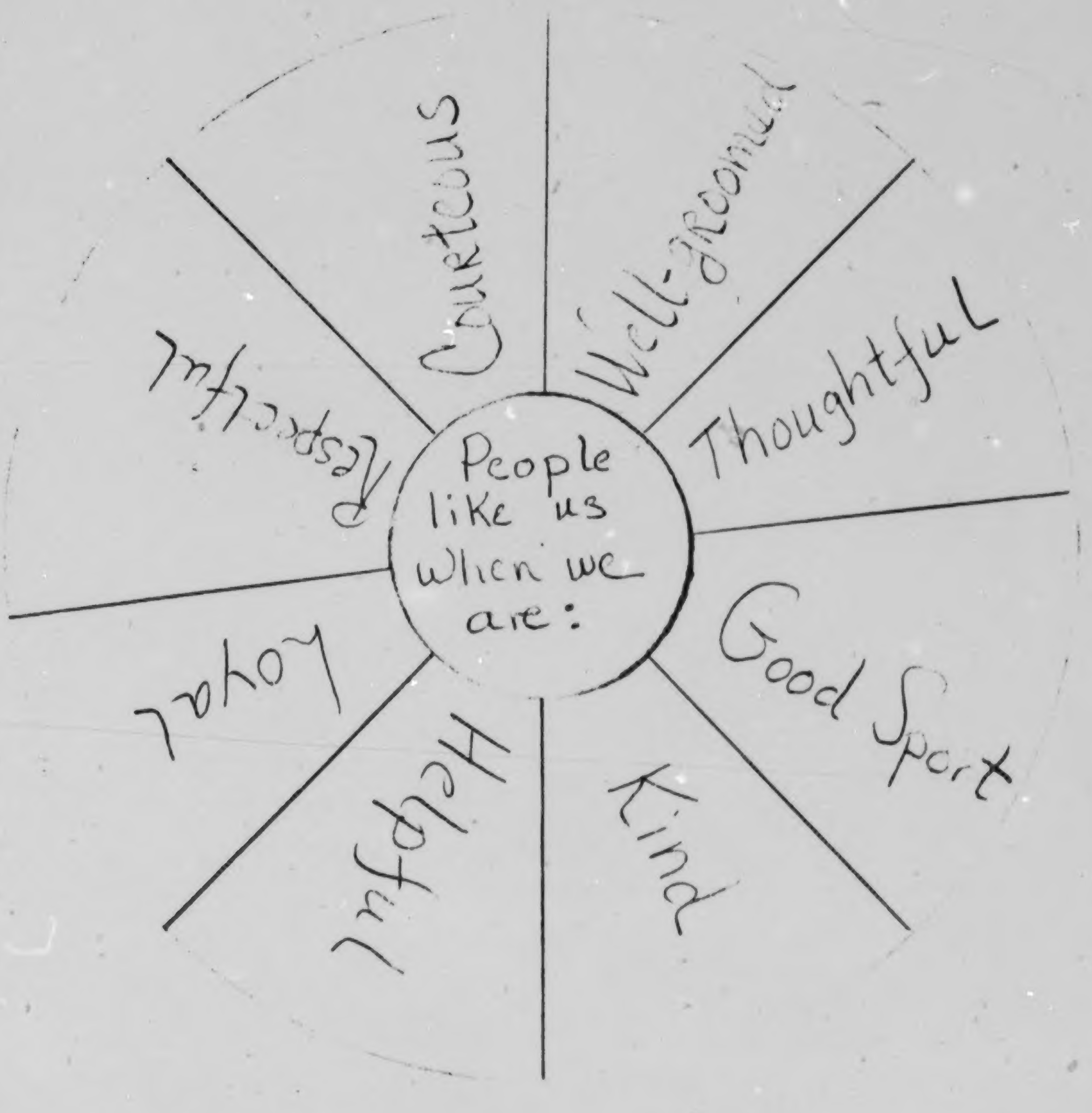


Disease

height

TM 2

Personality Wheel


People like us when we are:
Courteous
Well-groomud
Thoughtful
Good Sport
Kind
Helpful
Loyal
Respectful

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 1 - FAMILY

On a separate sheet of paper draw a picture and label the members of a family.

Write a paragraph describing the family you have drawn.

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 2 - INHERITED CHARACTERISTICS

Using the snapshot you brought from home, make a check in front of the inherited characteristics that you find from your snapshop.

_____ blue eyes
_____ brown eyes
_____ green eyes
_____ gray eyes
_____ thick eyebrows
_____ short eyelashes
_____ long eyelashes

_____ brown hair
_____ blond hair
_____ red hair
_____ black hair
_____ tall
_____ short

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 3 - MAGIC SQUARE

Directions: Match the number with the letter that best tells the definition. Put the number in the box that is marked with the letter. If you pick the best answers, you will be able to tell the "magic number"! (All rows and columns will have the same sum when added.)

a. the way we act and feel

b. things we are born with

c. our jobs

d. things we learn after we are born

e. fun time

f. two or more people who live together and share an income

g. skills

h. behavior

i. hobbies

1. inherited characteristics
2. interests
3. acquired characteristics
4. abilities
5. leisure time
6. personal responsibilities
7. family
8. personality
9. mannerisms

THE MAGIC NUMBER IS ____________

a	b	c
c	d	e
f	g	h

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 4 - PERSONAL RESPONSIBILITIES

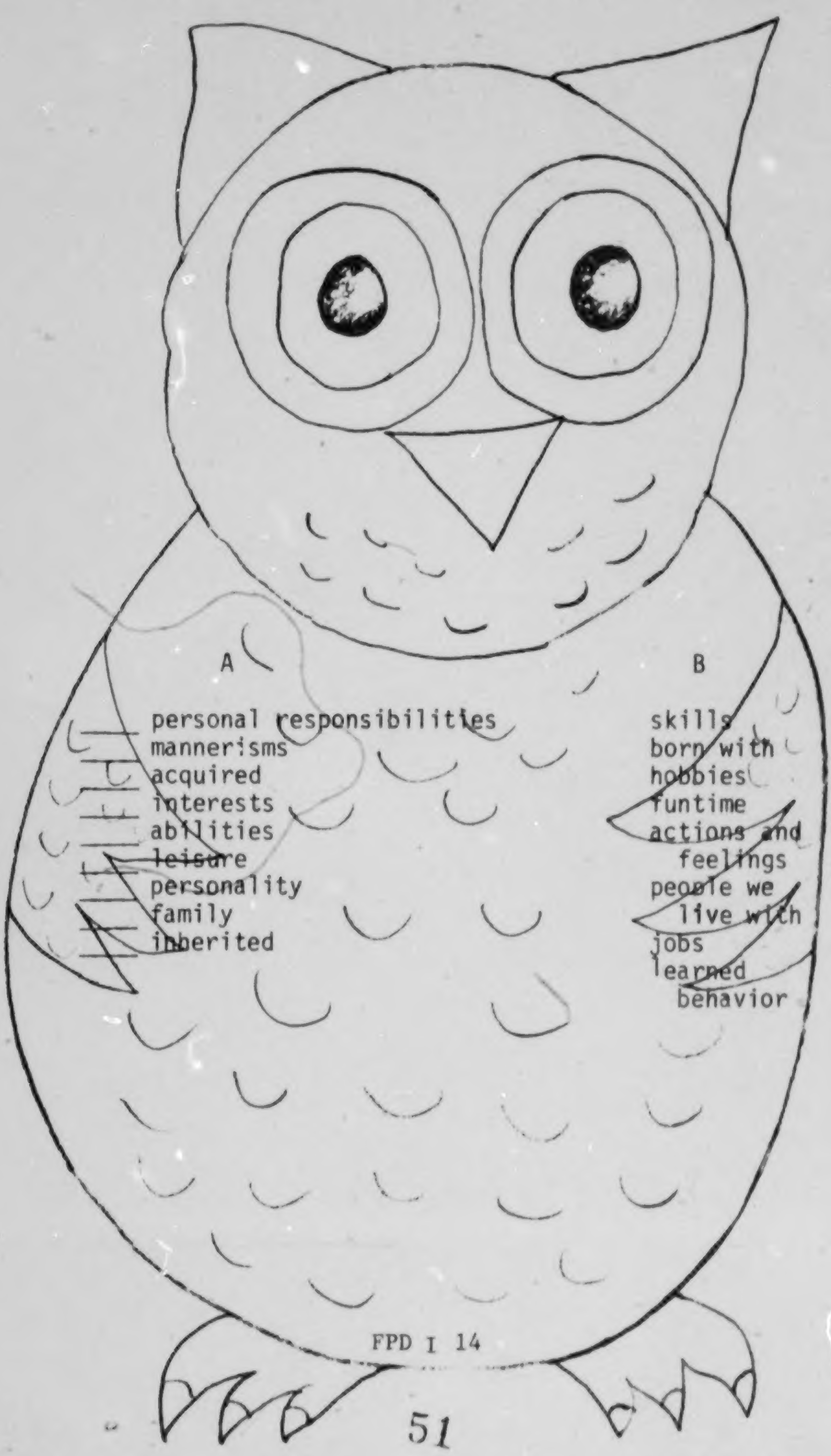
List daily jobs you do at home and school

(Note: example: wash dishes, make up bed, study)

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 5 - PERSONAL RESPONSIBILITIES

Synonyms: Choose a word(s) from column A and match it with a word(s) from column B



A

___ personal responsibilities
___ mannerisms
___ acquired
___ interests
___ abilities
___ leisure
___ personality
___ family
___ inherited

B

skills
born with
hobbies
funtime
actions and feelings
people we live with
jobs
learned behavior

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 6 - LEISURE ACTIVITIES

Read the following paragraph:

Every Wednesday after school Mary meets Sally at the gym to get ready for volleyball practice. After practice she rides her blue bike home. When she gets home she sets the table for dinner. After dinner she helps clean off the table so she can start her homework on the kitchen table. At eight o'clock, if finished with homework she likes to watch her favorite television program Charlie's Angels.

List three of Mary's leisure time activities.

1.
2.
3.

List four of your major leisure time activities.

1.
2.
3.
4.

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 7 - DISCOVERING SELF

The following words are written on the board. Let's read the words aloud, then we will talk about their meaning. After you know the meaning fill in the sentences with the words from the board.

mannerisms
acquired characteristics
inherited characteristics
personal responsibilities
leisure

abilities
family
personality
interests

1. Personality, mannerisms, and abilities are some ________________________ ________________________.

2, The time we spend playing tennis, riding bikes, or watching TV is ________________ time.

3. Belonging to a ________________ often means putting your wants aside and helping others.

4. Reading, sewing and bottle cap collecting are some of my ______________________.

5. One kind of __________________ is courteous.

6. To complete in the superbowl is one of the ____________________ of my life.

7. My brown eyes, brown hair, and olive skin are _______________.

8. Babysitting my three year old brother is one of my _________________ ____________________.

9. Someone who laughs like a horse, and talks loud is showing his bad ___________________________.

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 8 - FAMILY AND PERSONAL DEVELOPMENT

Directions: Read the following article one or two times. After reading it fill in the blanks with the words that are listed below.

Family and personal development has many ideas and new words for us to study. First, we must know that a ______1______ is made up of two or more people living together and sharing an ______2______. A family sometimes is made up of a ______3______, a father, and children. Some families have only a mother and child or a father and a ______4______.

______5______ ______5______ are things we get when we are born. Color of eyes and ______6______ of hair are ______7______ ______8______ ______8______ are things we learn after we are born, such as how we act and our feelings. ______9______ is another word for how we act and feel.

As a member of a ______10______ we must act as part of a group. We must share in the work and fun involved in belonging to a family. Our ____________ ____________ in the family are our way of sharing the work. These ____________ can be as different as making our bed in the morning to doing our ______13______ in the evening. When we play or go out with our friends we call this leisure time.

How we decide on how much time to spend on ______14______ or ______15______ ______15______ is important. Our belonging to a family makes us have to choose to share in family activities.

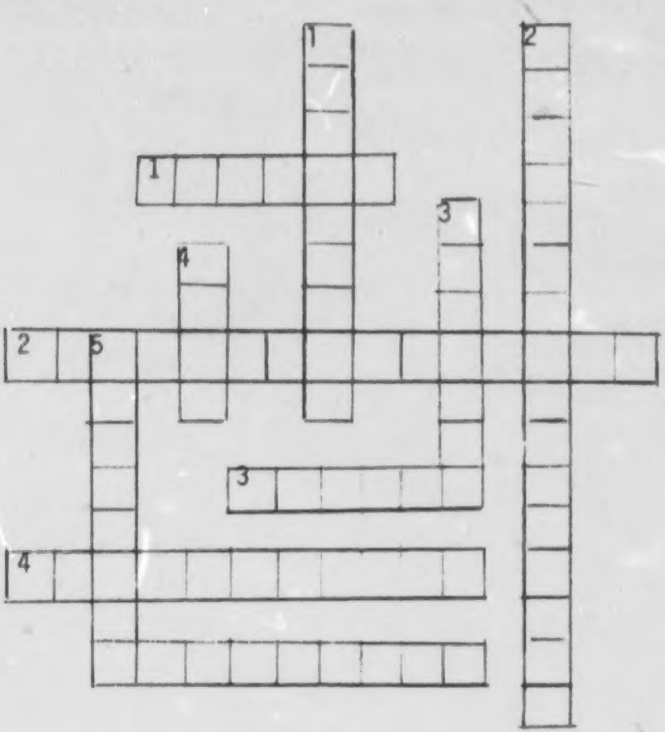
leisure
jobs
family
inherited
color

homework
personality
mother
income
family

personal responsibilities
acquired characteristics
inherited characteristics
child
personal responsibilities

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 9 - CROSSWORD PUZZLE



ACROSS

1. Things that are important to us
2. Things that are inherited or acquired
3. Money we earn
4. The way we act and our feelings
5. Our thoughts before we do something

DOWN

1. Things we get when we are born
2. Our jobs around the house
3. Fun time
4. What we do and where we want to go
5. Things we get after we are born

FAMILY AND PERSONAL DEVELOPMENT

ASSIGNMENT SHEET 10 -- SEEK AND FIND

```
V A L U E S I S L E I S U R E R
J C U O D E R I O N G K S Z R E
B Q H P Y G I N T E R E S T S S
C U J A F G V H G U N W S Z A P
A I Q F R O O E F A M I L Y C O
B R B G P A T R A I K F Z L B N
I E Z B Y L C I L G A D E V Q S
L D A H C V R T U N E M O C N I
I D A H C V R E E N E U O S E B
T B H D T N R D M R M T Y R Z I
I J P E R S O N A L I T Y R J L
E L I C R D U J E T N S I P F I
S W D I R I E K N T O B T S P T
A S C S N P O Y C K A O I I H I
M N T I H F Z S N W Z J E G C E
T I F O G M U L S K V J F I L S
Q L P N E M A N N E R I S M S E
```

Find the words that are underlined in the following sentences in the puzzle above.

1. How you laugh, talk, and walk are called your mannerisms.
2. Whether you are good at playing outdoor sports or sitting inside reading these are your abilities.
3. Babysitting, mowing grass, and packing groceries are jobs that teenagers can do.
4. Income is the money you earn for doing a good job.
5. Things that you only are supposed to do are your responsibilities.
6. Interests such as collecting bugs, learning all about cars, and riding bikes are called hobbies.

7. Time that you don't have anything to do with is called leisure time.

8. The people you live with and whose income you share is your family.

9. Characteristics that you learn and are not born with are acquired.

10. The color of your eyes that you got from your parents when you were born are called inherited characteristics.

11. Characteristics are things that can be inherited and acquired.

12. Personality is the way you act and feel.

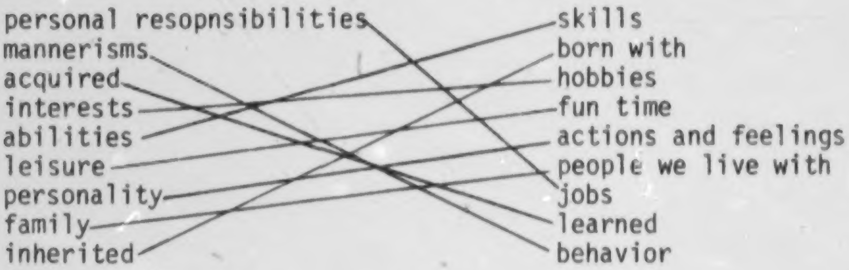
FAMILY AND PERSONAL DEVELOPMENT

ANSWERS TO ASSIGNMENT SHEETS 3

a. 8	b. 1	c. 6
d. 3	e. 5	f. 7
g. 4	h. 9	i. 2

THE MAGIC NUMBER IS 15

Assignment sheet #5



personal resopnsibilities	skills
mannerisms	born with
acquired	hobbies
interests	fun time
abilities	actions and feelings
leisure	people we live with
personality	jobs
family	learned
inherited	behavior

Assignment sheet #6

1. volleyball
2. riding bike
3. watching TV

Assignment sheet #7

1. acquired characteristics
2. leisure
3. family
4. interests
5. personality
6. interests
7. inherited characteristics
8. personal responsibilities
9. mannerisms

FAMILY AND PERSONAL DEVELOPMENT

ANSWERS

Assignment sheet 8

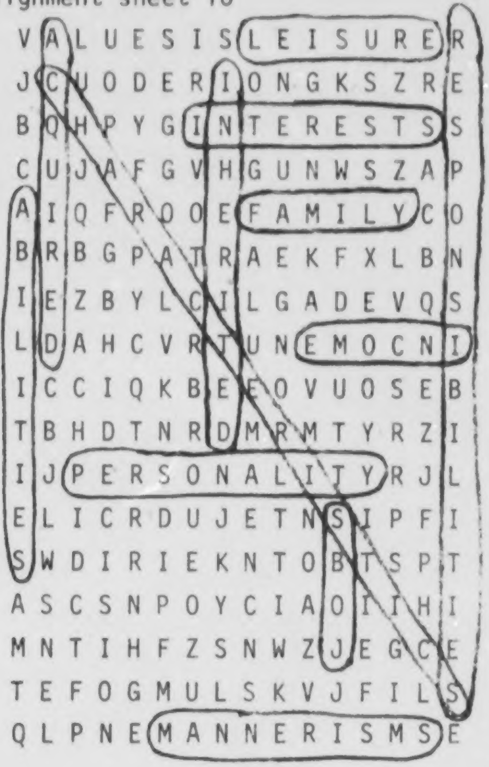
1. family
2. income
3. mother
4. child
5. inherited characteristics
6. color
7. inherited
8. acquired characteristics
9. personality
10. family
11. personality
12. jobs
13. homework
14. leisure
15. personal responsibilities

Assignment sheet 9

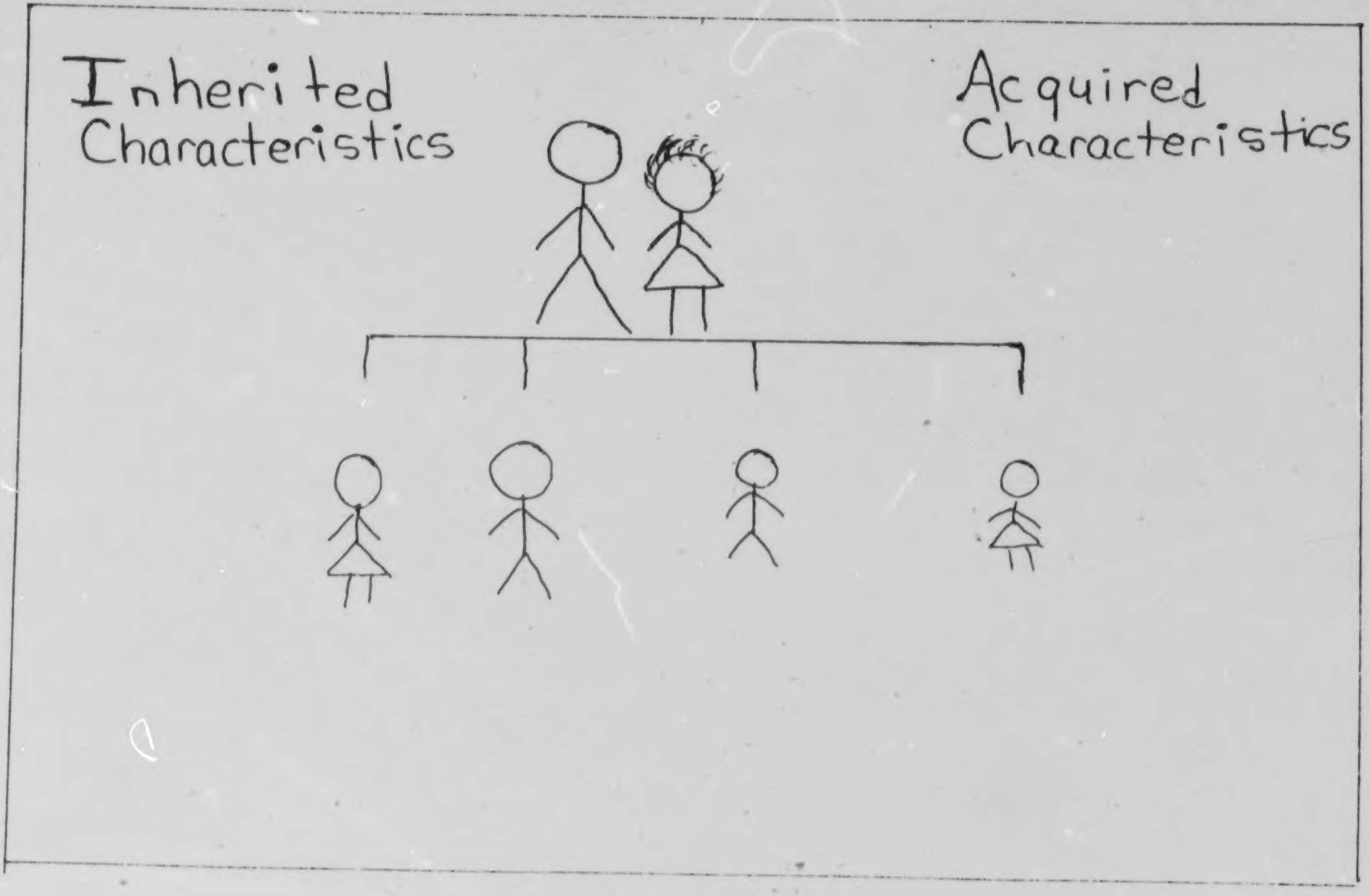
Answers to crossword puzzle

Across	Down
1. values	1. inherited
2. characteristics	2. responsibilities
3. income	3. leisure
4. personality	4. goal
5. decision	5. acquired

Assignment sheet 10



V A L U E S I S L E I S U R E R
J C U O D E R I O N G K S Z R E
B Q H P Y G I N T E R E S T S S
C U J A F G V H G U N W S Z A P
A I Q F R O O E F A M I L Y C O
B R B G P A T R A E K F X L B N
I E Z B Y L C I L G A D E V Q S
L D A H C V R T U N E M O C N I
I C C I Q K B E E O V U O S E B
T B H D T N R D M R M T Y R Z I
I J P E R S O N A L I T Y R J L
E L I C R D U J E T N S I P F I
S W D I R I E K N T O B T S P T
A S C S N P O Y C I A O I I H I
M N T I H F Z S N W Z J E G C E
T E F O G M U L S K V J F I L S
Q L P N E M A N N E R I S M S E


Inherited Characteristics
Acquired Characteristics

Note: 8"x 5" cards for noming characteristics.

FAMILY AND PERSONAL DEVELOPMENT

TEST

1. Define family.

2. Draw a picture of one family. (Assignment 1)

3. Define inherited characteristics.

4. List 5 inherited characteristics.

   1)
   2)
   3)
   4)
   5)

5. Identification of individual inherited characteristics. (Assignment 2)

6. Define acuqired characteristics.

7. List 4 acquired characteristics and give an example of each.

   1)
   2)
   3)
   4)

8. To tell the differences between inherited and acquired characteristics, put an I"I in front of inherited and an "A" in front of acquired characteristics listed below.

   a. ________ eye color
   b. ________ personality
   c. ________ skin color
   d. ________ mannerisms
   e. ________ heigth
   f. _______ hair color
   g. _______ interests
   h. _______ abilities
   i. _______ diseases

9. Complete Magic square. (Assignment sheet 3)

10. List daily jobs you do at home. (Assignment 4)

FAMILY AND PERSONAL DEVELOPMENT

TEST

11. Complete "Who Am I?" (Assignment 5)
12. List major leisure activities. (Assignment 6)
13. Complete Discovering Myself. (Assignment 7)
14. Complete vocabulary test on Family and Personal Development. (Assignment 8)
15. Complete Crossword Puzzle on Personal Devlopment. (Assignment 9)
16. Complete Seek and Find. (Assignment 10)

FAMILY AND PERSONAL DEVELOPMENT

ANSWER SHEET TO TEST

1. Two or more people living together who share an income.

*2. Picture of one family.

3. Things you get when you are born.

4. 1) Color eyes
   2) Color of hair
   3) Height
   4) Some diseases
   5) Color of skin

*5. Identified individual characteristics from snapshot.

6. Things you learn after you are born.

7. 1) Personality
      Examples: kind, loyal, respectful, helpful, good sport, and courteous
   2) Abilities
      Examples: skateboard riding, cooking, sewing, good grades, swimming and drawing
   3) Interests
      Examples: collecting, reading, sports, personal grooming, playing with yo-yo
   4) Mannerisms
      Examples: slinky walk, horsey laugh, loud talk, and bossiness.

8. a. I
   b. A
   c. I
   d. A
   e. A
   f. I
   g. I
   h. A
   i. A
   j. I

*9. Magic Square.

*10. Daily job list.

*11. Who Am I?

*12. Major leisure activity list.

FAMILY AND PERSONAL DEVELOPMENT

*13. Discovering Myself.

*14. Vocabulary on Family and Personal Development.

*15. Crossword puzzle.

*16. Seek and Find.

DECISION AND MANAGEMENT

LEVEL I

UNIT OBJECTIVE

After completion of this unit, the student should be able to explain the concept of decision making, resources (both human and nonhuman), and goals. This knowledge will be evidenced through completion of activities and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. State the rule of decision making.
2. List decisions made everyday.
3. Identify and classify how time is spent on a chart of one 24 hour period.
4. Compare leisure time spent and total personal responsibility time (from 24 hour time chart.)
5. Solve a decision making situation.
6. Define resources.
7. Categorize resources as human or nonhuman.
8. Define a goal.
9. Set a goal.

DECISION AND MANAGEMENT

SUGGESTED ACTIVITIES

I. Instructor:

A. Give pretest.

B. Make transparency. Make bulletin board.

C. Provide student with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

G. Introduce vocabulary provided on the information sheet.

H. Discuss and explain decision making through use of transparency.*

I. Provide lesson on making a time chart.

J. Teach reading lesson using flip chart or poster on picking out details in a paragraph.

K. Direct student through the different assignments, being flexible to allow for various answers which might be given by the student.

L. Give post test.

NOTE: PROVIDE READING LESSONS

NOTE: SEE INTRODUCTORY LESSON (SYNECTICS OF DECISION MAKING) IN INSTRUCTION TO THE TEACHER

*Questions are provided in Instruction to Teacher for "H".

II. Student:

A. Take pretest.

B. View transparency.

C. Read information sheet.

D. Complete assignment sheets.

E. Take post test.

DECISION AND MANAGEMENT

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Transparencies

   D. Assignment sheets

   E. Suggested reading lessons

   F. Tests and answers

DECISION AND MANAGEMENT

INFORMATION SHEET

I. The rules for decision making are:

   A. Decide what is important.

   B. Go get information.

   C. Choose what gives the best results.

   D. Act on your choice.

II. What are resources?

   A. Things you use to make a decision; they can be human or nonhuman.

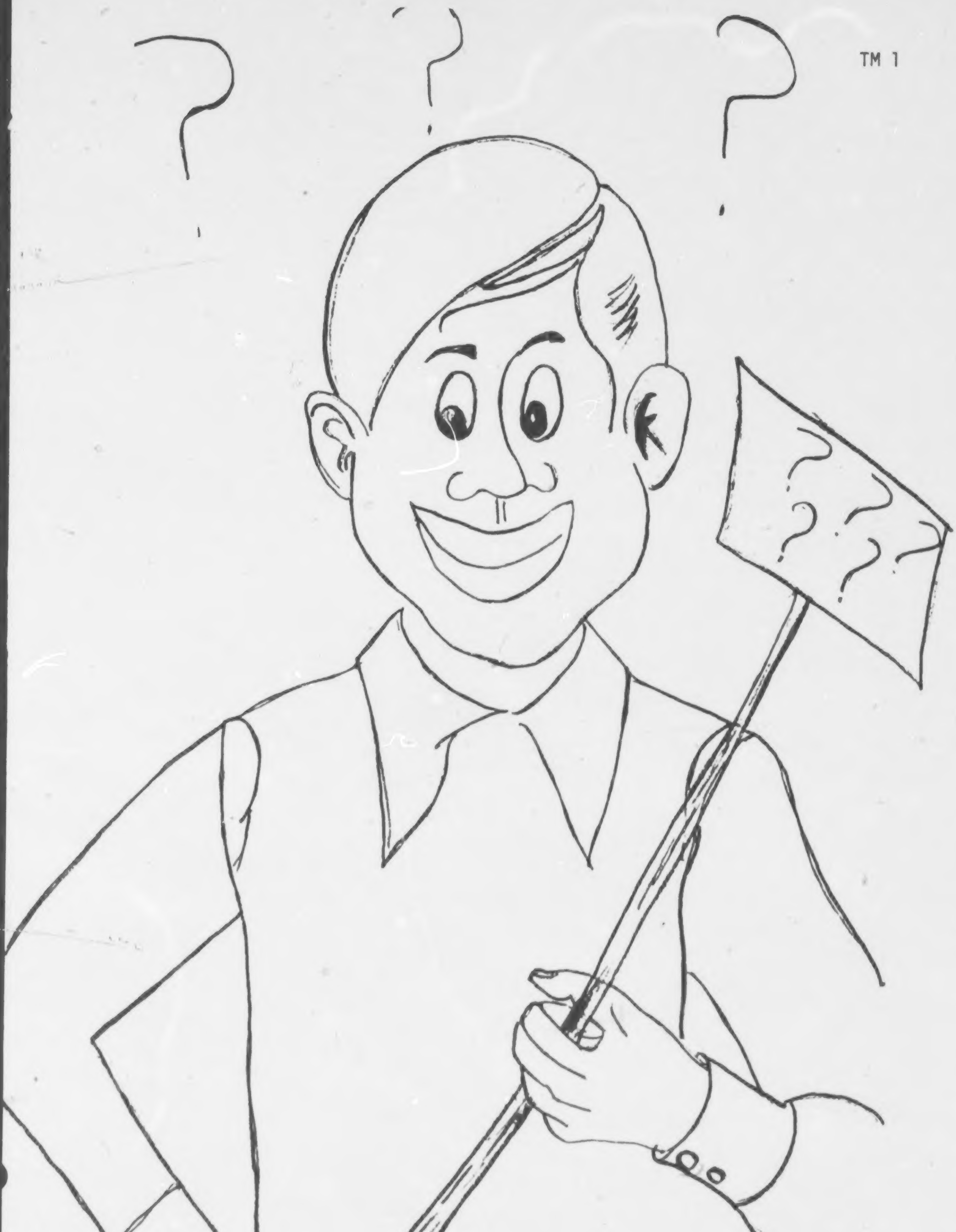
      1. The human resources are: people, time energy, skills, knowledge and attitudes.

      2. The nonhuman resources are: money, housing, food, clothing, and community

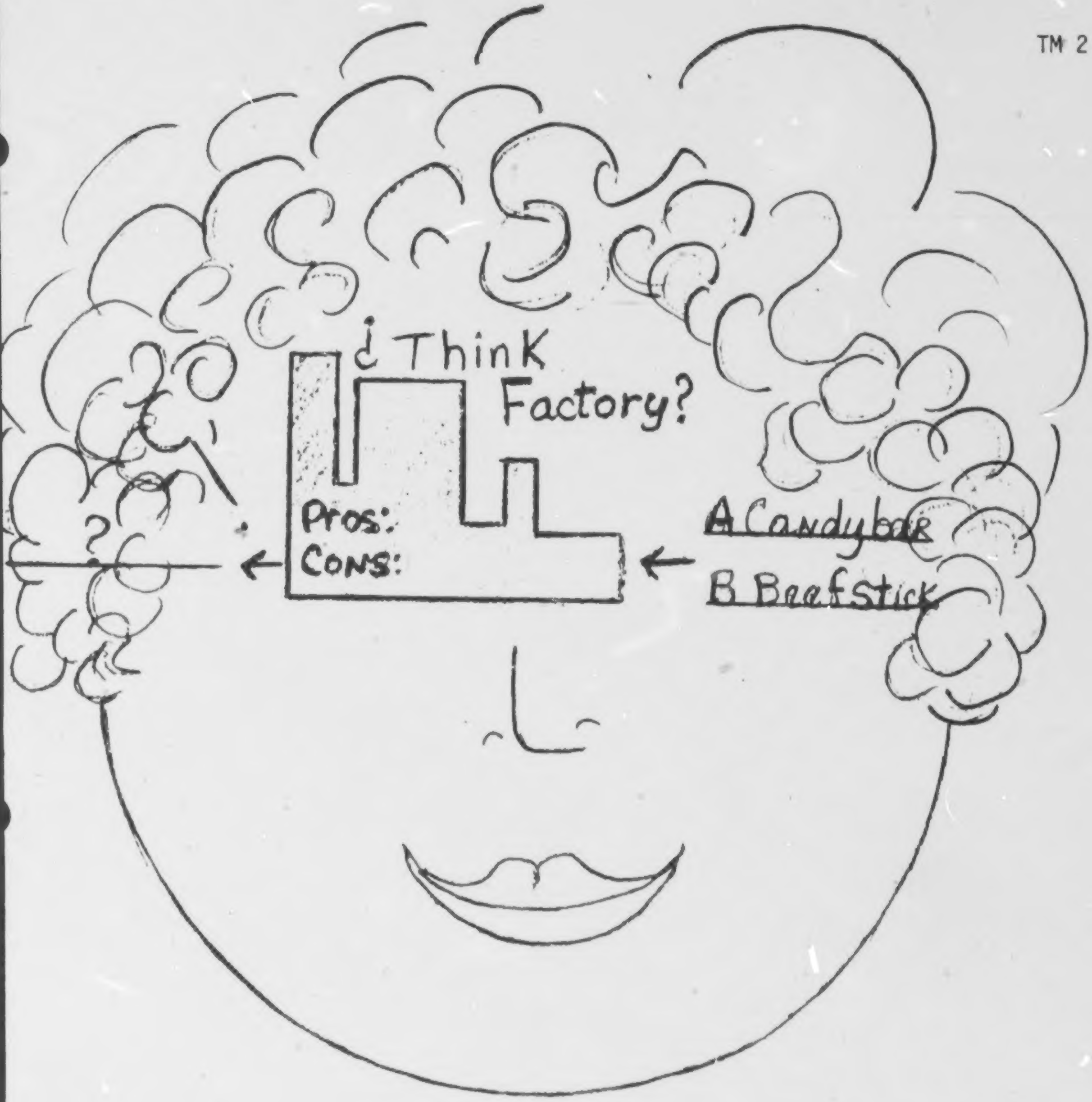
III. What are goals?

   A. Something you want to do in the future.

TM 1



DM I 5


¿Think Factory?
Pros:
Cons:
A Candybar
B Beefstick
?

NOTE: DECISIONS MUST RELATE TO STUDENTS.

DECISION AND MANAGEMENT

QUESTIONS TO ASK WHEN SHOWING DECISION MAKING TRANSPARENCY

DECIDE WHAT IS IMPORTANT

Decision -- whether to buy a candy bar or a beef stick.

GO GET INFORMATION

Where would you find information about a candy bar? A beef stick?

CHOOSE WHAT GIVES THE BEST RESULTS

What would happen if you ate a candy bar? (ex. provide empty calories, cavaties)

Beef stick: (provide protein, helps you grow)

ACT ON CHOICE

Which one would you buy? When you go to the store will you buy a beefstick over a candy bar?

DECISION AND MANAGEMENT

ASSIGNMENT SHEET #1

Directions: In groups of two, make a poster of some decisions you make everyday. (Note: cut out pictures, draw or color.)

DECISION AND MANAGEMENT

ASSIGNMENT SHEET #2--TIME CHART

Directions: Starting right now, find the time on the chart that is right now. (Under the heading "Time")

Write what you are doing under "Activity." (ex. class) Check either work or leisure. (If it is class you should check "work")

TIME CHART

Time	Activity	Work	Fun or Leisure
8:30 - 9:30			
9:30 - 10:30			
10:30 - 11:30			
11:30-12:30 pm			
12:30 - 1:30			
1:30 - 2:30			
2:30 - 3:30			
3:30 - 4:30			
4:30 - 5:30			
5:30 - 6:30			
6:30 - 7:30			
7:30 - 8:30			
8:30 - 9:30			
9:30 - 10:30			
10:30 - 6:30 am			
6:30 - 7:30			
7:30 - 8:30			

DECISION AND MANAGEMENT

ASSIGNMENT SHEET #3 - COMPARING LEISURE AND PERSONAL RESPONSIBILITIES TIME

Using the time chart you kept, add up work time and fun time.

Total work   Total fun

Place a check by the letter that describes how you use your time.

1. Was your work time ...

   ___________ a) larger than fun time

   ___________ b) the same as your fun time

   ___________ c) smaller than your fun time

2. How did you spend your fun time:

   ___________ a) outdoor fun (ex. riding bike)

   ___________ b) watching television

   ___________ c) other indoor activities (explain)

3. What did you find out about how you spend your time?

   ___________ A) did not get everything done that you should by spending too much time on fun time.

   ___________ b) did you waste time?

   ___________ c) had a good balance between fun and work time

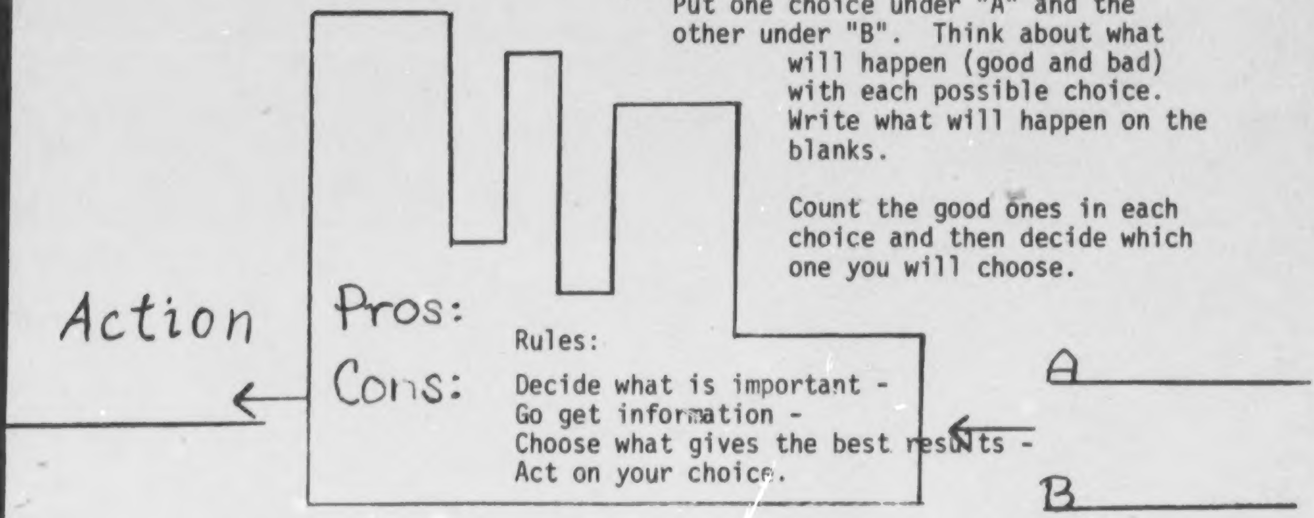
4. How would you improve how you spend your time?

DECISION AND MANAGEMENT
ASSIGNMENT SHEET #4

Think Factory

Directions: Pick 2 things that you will have to make a decision between. Put one choice under "A" and the other under "B". Think about what will happen (good and bad) with each possible choice. Write what will happen on the blanks.

Count the good ones in each choice and then decide which one you will choose.



Rules:

Decide what is important -
Go get information -
Choose what gives the best results -
Act on your choice.

A ______________

B ______________

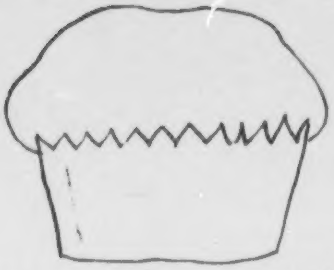
WHAT WILL HAPPEN IF I CHOOSE A.	WHAT WILL HAPPEN IF I CHOOSE B.
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________

DECISION

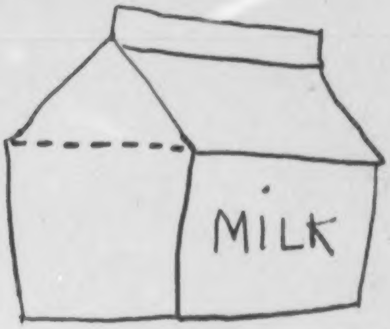
____

DECISION AND MANAGEMENT

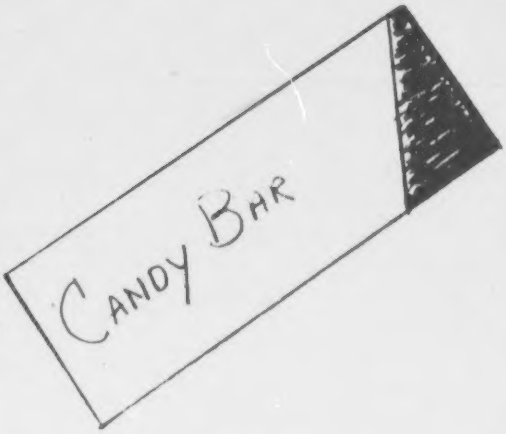
ASSIGNMENT SHEET #4

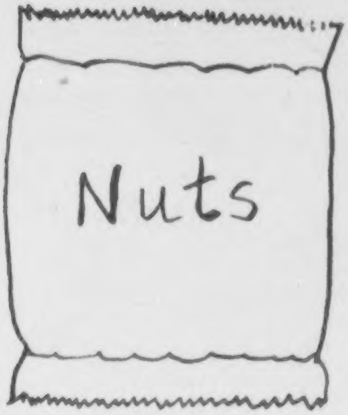


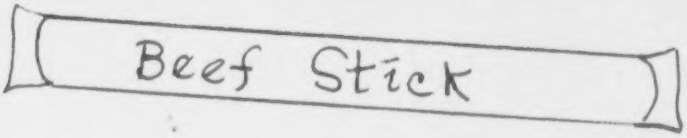
Cupcake 25¢

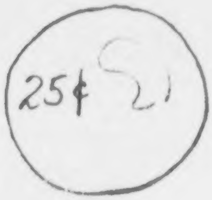


25 ¢









Directions: Circle the items you would buy with 25¢. Explain why you would make this purchase.

DECISION AND MANAGEMENT

ASSIGNMENT SHEET #5

Directions: Make two lists from this one. One list will be human resources. One list will be nonhuman resources.

money

time

energy

housing

clothing

skills

knowledge

food

community

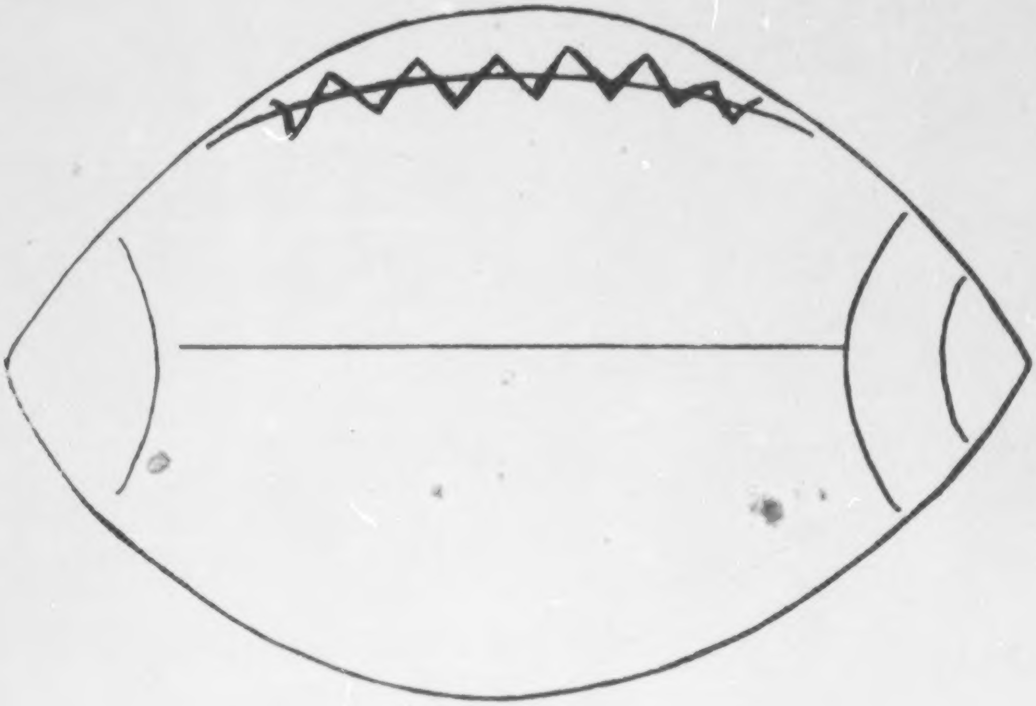
attitudes

HUMAN NONHUMAN

DECISION AND MANAGEMENT

ASSIGNMENT SHEET #6

Name a Goal



Put a check in the circle when you have reached your goal. ○

Directions: Finish the sentences from the way you feel.

1. I have always wanted to

2. Someday when I get older I want to

3. I want to be the best in my neighborhood

4. For my birthday this year I want

5. Tomorrow I want to

6. Next week I want to

Refer to the information sheet.

1. Define a goal.

2. Would you say that the sentences above are some of your goals? Write the time beside each sentence.

3. Estimate how much time it will take you to reach these goals. Write the time beside each sentence.

4. Label each goal either human, nonhuman or in some cases both.

DECISION AND MANAGEMENT

INSTRUCTIONS TO THE TEACHER

Instructions to the teacher:

Enclosed is a synectic lesson on decision making. It would make a good introductory lesson. Use picture of man with ??? around head. (TM 1)

QUESTIONS	RESPONSES
1. First of all, what do you think the picture represents?	
2. List some animals that remind you of decision makers.	
3. Explain why you think these animals are most like decision makers.	
4. Pick that animal that is the most different than decision maker.	
5. Pretend you are this animal and act like this animal. What is it like to be this animal?	
6. In one word explain what it is like to be this animal.	
7. Pick words that are opposite. Pick words that seem to fight with each other.	
8. Which is the most difficult to imagine together.	
9. Think of a machine that could be both.	
10. Pick the machine which makes the best example.	
11. You have shown a lot of imagination. Now think again about decision making. How might this machine help us describe what is most meant by decision making?	

DECISION AND MANAGEMENT

READING LESSON

PARAGRAPH

TODAY'S TEEN, Joan Kelly and Eddy Eubanks Landers, Chas. A. Bettett
Co., 1977., p. 30.

Teacher will give lesson on paragraph analysis.

Read the paragraph and the sentence hints carefully.

1 Some resources have to do with objects.
2 Others have to do with people.
3 Those that have to do with objects can
be called nonhuman resources. 4 They
included money, housing, clothing,
transportation, food, and community facili-
ties. 5 No one today would deny the need
for money. 6 However, it is important
for people to realize that money is not
the only resource available. 7 There is
a wealth of community resources such as parks,
libraries, city government, clinics, schools
and churches. 8 They cost little or
nothing.

1, 2 Underlined words show differences in resources.
3 Definition of nonhuman resources.
4 Examples of nonhuman resources. Can you think of any more?

5, 6 Money is important but it is only one resource.
7, 8 Community resource examples are free.

Cover up the paragraph and the sentence hints. Answer the following questions:

1. Did you know the paragraph design from reading the first sentence?

2. Which sentence did you notice what the paragraph was saying?

3. What style did the paragraph give?

4. What is nonhuman resources?

5. List 4 nonhuman resources?

DECISION AND MANAGEMENT

TEST

1. State the rules for decision making.

    a.

    b.

    c.

    d.

*2 List decisions you make every day.

*3 Write a time chart of one 24 hour period.

*4. Compare leisure time spent and total personal responsibilities (from 24 hour time chart.)

*5 Solve a decision making situation.

*6 Define resources.

7. Categorize resources as to human and nonhuman. (Make two lists) -

    money, time energy, housing, clothing, skills, knowledge, food, community and attitudes

HUMAN	NONHUMAN

8. Define a goal.

*9. Set a goal.

*NOTE -- these should have been completed on assignment sheets. If not completed, ask the teacher.

DECISION AND MANAGEMENT

ANSWERS TO ASSIGNMENT SHEET

#5

Human	Nonhuman
time	money
energy	housing
skills	clothing
knowledge	food
attitudes	community

DECISION AND MANAGEMENT

ANSWERS TO TEST

1. a. Decide what is important
   b. Go get information
   c. Choose what gives the best results
   d. Act on your choice

6. Things you use to make a decision; they can be human or nonhuman.

7.

Human	Nonhuman
time	money
energy	housing
skills	clothing
knowledge	food
attitudes	community

8. Something you want to do in the future.

CLOTHING AND TEXTILES

LEVEL I

UNIT OBJECTIVE

After completion of this unit, the participant should be able to describe the information found on permanent care labels, and state the rules for washing, drying, and ironing clothes. The participant should demonstrate a knowledge of the use of the sewing machine by constructing a simple sewing project. This knowledge will be evidenced through demonstration and by scoring 85% on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with clothing care, laundry, and sewing machine operation to the correct definitions.
2. Describe methods to keep clothes clean and ready to wear.
3. Identify three categories for sorting laundry.
4. Identify the proper ironing temperature for clothes
5. State an energy conservation rule.
6. State the safety rules for operating a sewing machine.

*7. Demonstrate the ability to control the sewing machine by stitching on paper.

8. Construct a simple project using the sewing machine.

*At this level all machines should be threaded with one or two colors of thread or the tie on method be used. (Cut the thread from the spool leaving the machine threaded, tie on students thread and pull through to the needle, cut knot and re-thread needle.)

CLOTHING AND TEXTILES

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Give students the pre-test.

  C. Provide students with information and assignment sheets.

  D. Discuss unit and specific objective.

  E. Discuss information and assignment sheets.

  F. Direct students through the assignments and discuss the material.

  G. Demonstrate the use of the sewing machine and assist students in operation of machine.

  H. Provide student with job sheet and assist student to complete job.

  I. Give post test.

  J. Send letter to parent - sample attached.

II. Student:

  A. Read objectives.

  B. Take pre-test.

  C. Study information sheet and complete each assignment sheet.

  D. Observe the demonstrations, follow the directions on the job sheet, and apply the skills to construct a sewing project.

  E. Take post test.

  F. Compare pre-test answers with post test answers.

CLOTHING AND TEXTILES

II. References:

A. *Permanent Care Labels*, filmstrip, J.C. Penney Company

B. Proctor and Gamble Educational Services, *Learning About Laundry*, Proctor and Gamble Company, P. O. Box 14009, Cincinnati, Ohio 45214.

C. Dunn. Martha Davis and M. Yvonne Peeler, *Living, Learning, and Caring*, Ginn and Company, Xerox Corporation.

D. McFarland, Marilyn Kay and Vera Ramstetter, *Exploring Fabric*, McKnight Publishing Company, Bloomington, Illinois, 41701.

CLOTHING AND TEXTILES

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Suggested Activities

C. Information sheet

D. Transparency masters

1. Permanent care labels

2. Laundry care cartoons

E. Assignment sheet 1. Typical situations in personal clothing care.

2. Seek and find

3. Oh my, Mom has the flu

4. True - False

5. Sewing machine

6. Evaluation tote bag

G. Job sheets

1. Job sheet - Paper sewing

2. Job sheet 1 Towel tote bag

3. Job sheet 2 I.D. holder

4. Job sheet 3 Hand sewing on buttons

H. Test

I. Answer to assignment sheets 1, 4, 5

J. Answers to test

SAMPLE OF LETTER TO PARENT

MIDDLE SCHOOL
HOME ECONOMICS DEPT.

DEAR PARENTS:

THE EXPLORATORY HOME ECONOMICS CLASSES WILL SOON BEGIN A SEWING UNIT. EACH STUDENT WILL MAKE A TOWEL BAG THAT CAN BE USED AS A GYM BAG, SWIM BAG, BOOK BAG, ETC. FOR THIS PROJECT YOUR STUDENT WILL NEED A USED OR NEW BATH SIZE TOWEL OF YOUR CHOICE. ALSO, A SPOOL OF WHITE THREAD WILL BE NEEDED. THESE SUPPLIES SHOULD BE AT SCHOOL BY ________________.

THANK YOU,

HOME ECONOMICS TEACHER

PLEASE SIGN AND RETURN

STUDENT'S NAME ______________________________

PARENT'S SIGNATURE ___________________________

CLOTHING AND TEXTILES

LEVEL I

INFORMATION SHEET

I. Clothing Care Responsibility

- A. Repair clothes before washing
- B. Hang clothes up after wearing
- C. Soiled clothes should be put in laundry

II. Information reuqired on clothing permanent care labels

- A. Water temperature
- B. Cycle speed
- C. Drying instructions
- D. Ironing instructions or: remove promptly from dryer and hang or fold

III Proper sorting of clothes

- A. Color - dark, medium and light clothes in separate washes
- B. Water temperature (found on permanent care label)
- C. Machine speeds such as normal, delicate, found on permanent care labels
- D. Normal speed - for most clothing
  Delicate or gentle - for knits and delicate clothing

IV. Proper ironing temperatures for fabrics

- A. Refer to information on permanent care label

2

V. To observe energy

- A. Wash full loads when possible
- B. Dry full loads when possible
- C. Remove clothes promptly from clothes dryer
- D. Unplug iron when not in use

VI. Safety rules for operation of sewing machine

- A. Plug cord into outlet carefully
- B. When removing plug, do not pull on cord. Keep fingers on plug when connecting or disconnecting sewing machine.
- C. Keep fingers clear of needle
- D. Watch line on paper, not needle

CLOTHING AND TEXTILES

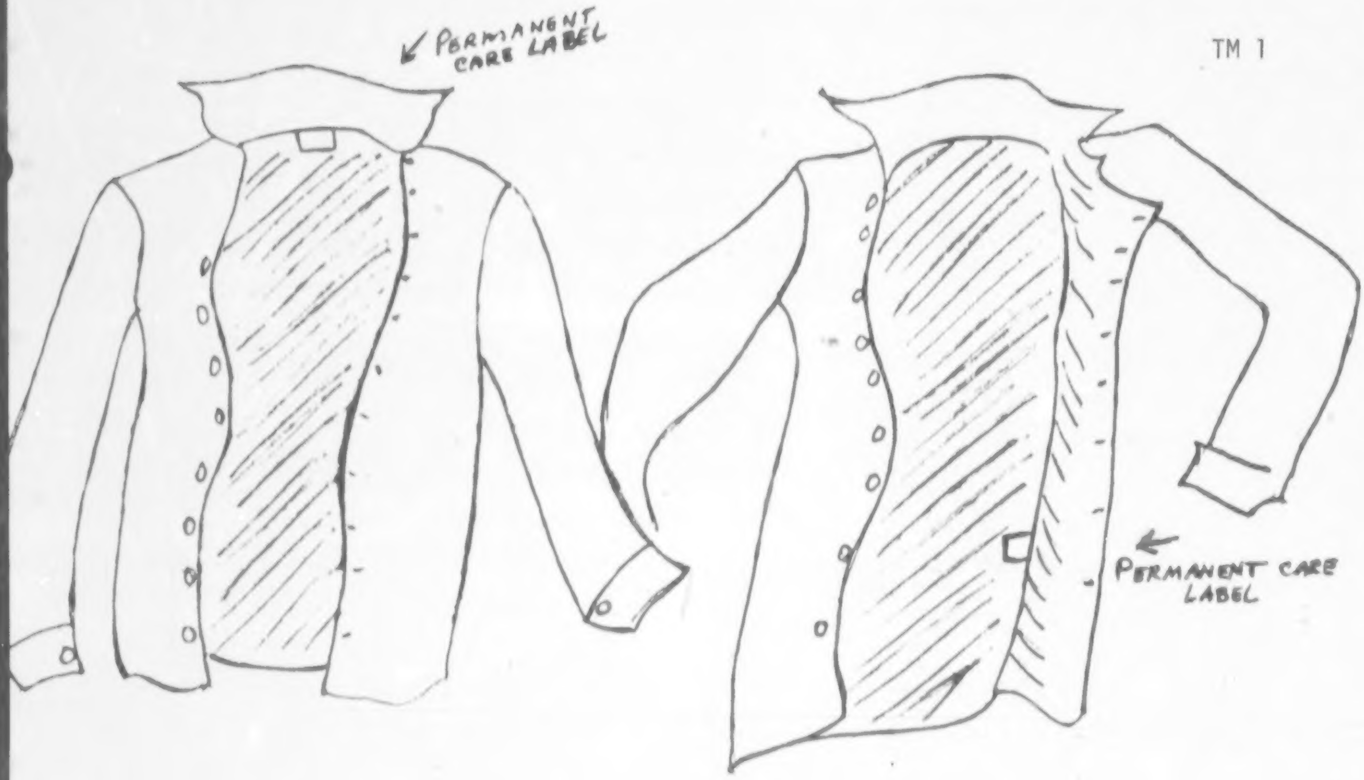
INFORMATION SHEET

VII. Operation of sewing machine

- A. Lever at back of machine raises and lowers presser foot
- B. Thread cutter is located behind presser foot

VIII. Terms and definitions

- A. Permanent care label - label that is sewn into clothing giving laundry instructions - required by law
- B. Sorting - dividing clothing into groups before washing
- C. Knits - a material that stretches. Usually requires cool washing and drying temperatures.
- D. Machine cycle - speeds and length of washing time on washing machine
- E. Machine cabinet - wooden base in which sewing machine sits
- F. Machine head - upper main part of machine where parts are located
- G. Hand wheel - controls movement of needle
- H. Presser foot - holds material down for stitching
- I. Bobbin - small metal or plastic spool that holds bottom thread
- J. Reverse level - makes machine stitch backwards
- K. Backstitching - running machine backwards for 5 or 6 stitches


PERMANENT CARE LABEL
PERMANENT CARE LABEL

MH Machine Wash Hot
Tumble Dry

MW Machine Wash Warm
Tumble Dry

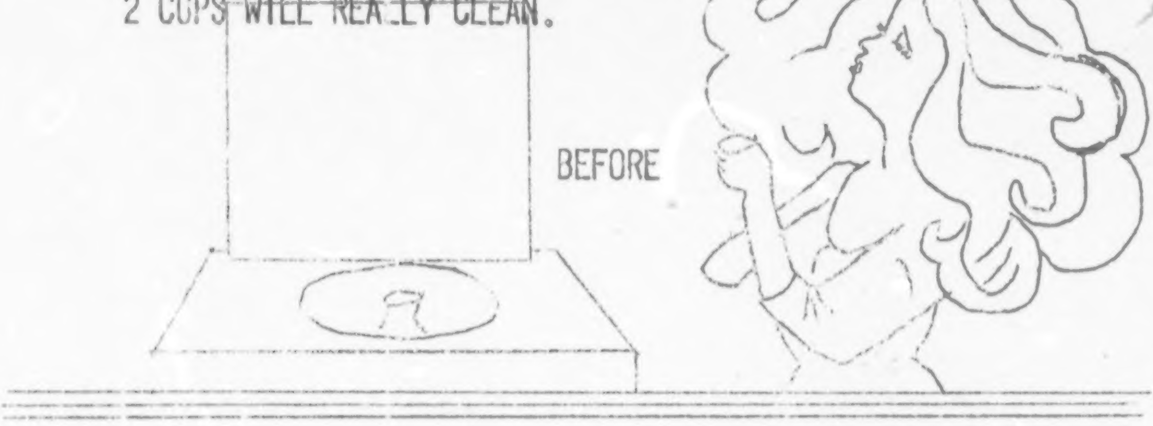
MG Machine Wash Gentle
Tumble Dry - Low Heat

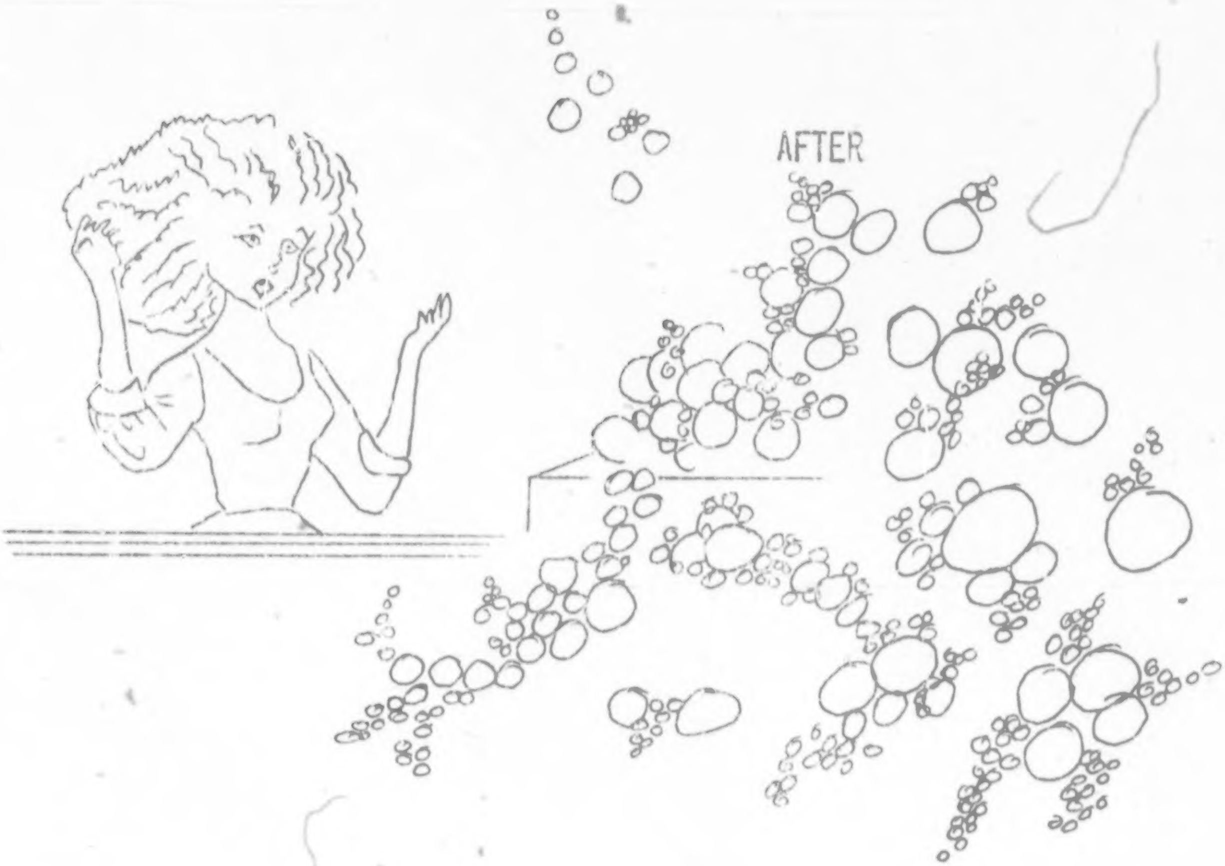
HW Hand Wash Warm
Line Dry

DC Dry Clean Only

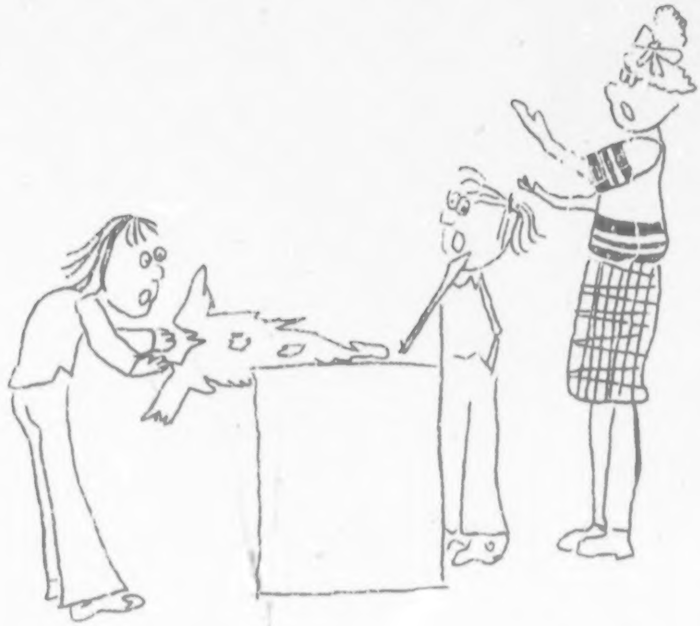
FIND YOUR PERMANENT CARE LABEL AND FOLLOW THE DIRECTIONS

WELL, IF ONE CUP OF SOAP CLEANS,
2 CUPS WILL REALLY CLEAN.





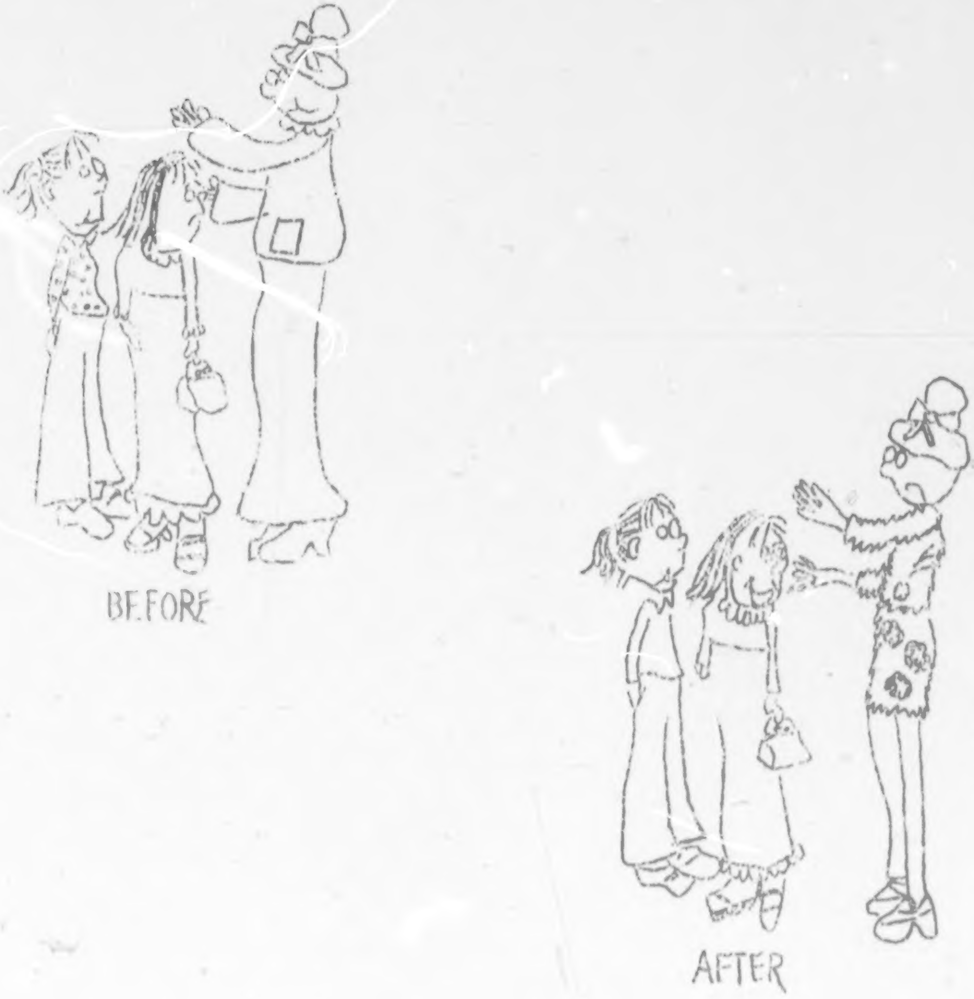
BUT, I PUT BLEACH IN ALL MY WASHES.



CT I 10

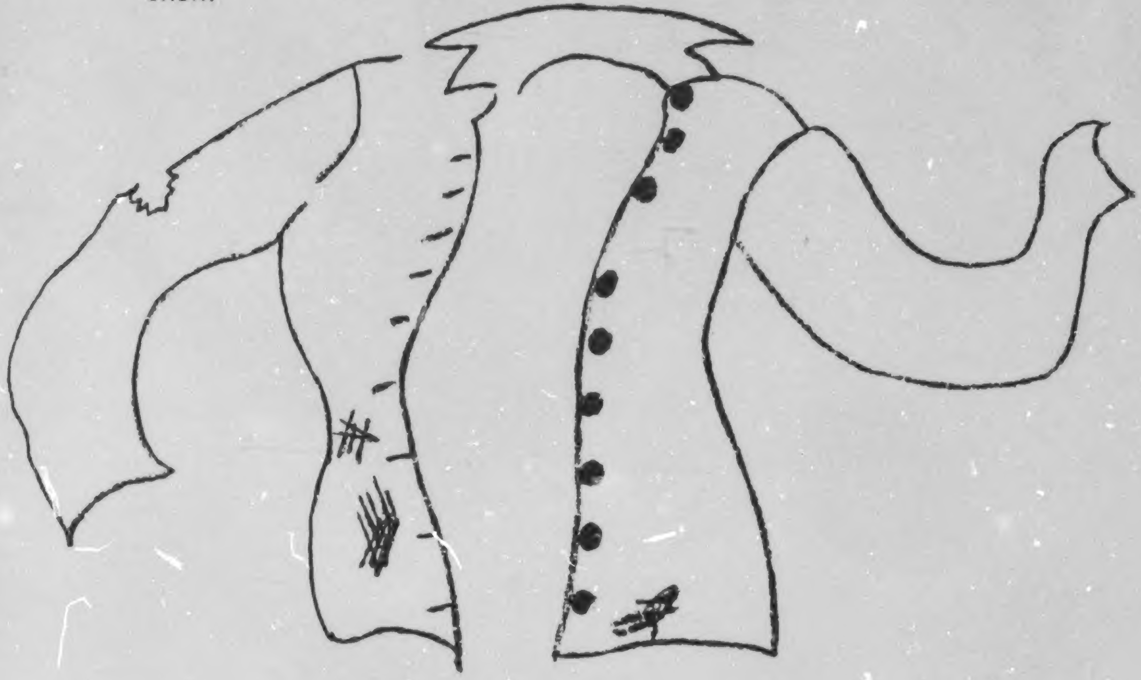
TM 4

BUT, I ALWAYS PUT EVERYTHING IN THE DRYER!

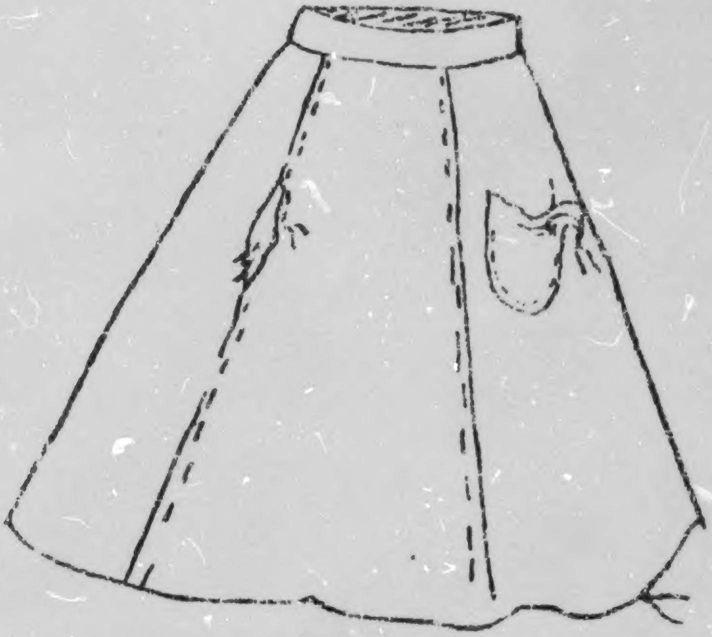

BEFORE
AFTER

T M 5

SHIRT



SKIRT



WHAT DO YOU DO TO THESE CLOTHES BEFORE WASHING?

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CLOTHING AND TEXTILES

ASSIGNMENT SHEET 1 - TYPICAL SITUATIONS IN PERSONAL CLOTHING CARE

Put a check in front of the statement which says most nearly which you think should be done in each situation. Be ready to give your reason for thinking it is the best thing to do. During the discussion you may wish to change some of your answers.

1. Mary tears her new dress. When she gets home, she:
   _______ a. puts it in the dirty clothes hamper
   _______ b. repairs the tear immediately with mending tape
   _______ c. hides it under the bed so her mother won't know.

2. John's friend pulls a button off John's new shirt. When John gets home he:
   ______ a. throws his shirt in the dirty clothes hamper
   ______ b. puts the shirt in the rag bag
   ______ c. sews the button back on

3. She gets home from school and takes off her school clothes. She:
   ______ a. checks to see if they are soiled
   ______ b. throws them in the dirty clothes hamper.
   ______ c. throws them on the bed to put away later.

4. Ben comes home from school, takes off his jacket, and:
   ______ a. throws it on the couch.
   ______ b. hangs it up in the closet
   ______ c. leaves it outside in a tree

5. Joe's mom put the clothes into the clothes dryer and asks Joe to "take care of them." He:
   ______ a. goes to the movies
   ______ b. takes them out of the dryer and stuffs them into a basket
   ______ c. hangs up or folds clothes as soon as the dryer stops

6. Bob's favorite pair of jeans is dirty and he wants to wear them tomorrow, so he:
   ______ a. puts them into the washer by themselves
   ______ b. finds enough similar dark clothes to fill the washer
   ______ c. asks his mother to wash them
   ______ d. wears them dirty.

7. Alice gets ready to do the laundry. She:
   ______ a. puts all the clothes that will fit into the washer and turns it on
   ______ b. sorts clothes into loads by light color and sets water temperature carefully
   ______ c. puts a wool sweater into the washer and puts the water temperature on "hot."

8. Mary is ready to iron her school clothes. She should:

   ______ a. set the iron temperature on "cotton" and irons everything
   _______ b. check the permanent care label for ironing temperature.
   ______ c. leave iron plugged in on blouse while she runs to answer telephone.

9. Jose is ironing several shirts but decides to take a break to play football with his friends. He should:

_______ a. unplug the iron and put it away
_______ b. leave it plugged in so it will be hot when he returns
_______ c. yell at his mom to finish the job

CLOTHING AND TEXTILES NAME ____________________

ASSIGNMENT 2 GROUP ____________________

SEEK AND FIND

J	T	A	F	B	Z	S	H	E	A	D	U	R	Z	I	M	Y	A	A	P	U	H
N	E	Z	S	O	R	T	I	N	G	P	L	K	I	R	D	R	Y	E	R	O	G
G	M	A	E	B	R	I	F	G	H	T	L	H	S	V	U	F	R	Z	W	O	N
R	P	L	E	B	M	N	R	A	I	E	D	P	E	Q	U	M	A	C	A	L	L
E	E	A	O	I	N	K	I	Y	X	S	U	P	T	S	A	O	B	V	S	Z	J
V	R	U	W	N	S	T	Y	I	G	C	P	I	O	N	V	P	J	D	H	C	K
E	A	N	J	O	B	V	T	R	Y	E	T	Y	E	C	R	P	M	A	E	Q	N
R	T	D	O	J	T	H	E	U	O	R	P	N	E	E	T	H	I	T	R	P	R
S	U	R	I	J	H	E	O	P	R	E	T	N	S	S	O	G	Y	U	N	K	B
E	R	Y	I	G	H	B	V	M	N	C	Y	S	H	G	T	G	U	K	I	N	M
L	E	O	R	J	V	U	R	S	A	L	E	B	E	R	J	N	T	H	R	L	K
E	Y	S	A	H	R	E	E	R	O	R	E	L	M	T	E	I	P	U	Y	E	V
V	H	Y	T	O	P	E	E	S	F	V	N	B	U	E	H	H	G	Y	T	E	I
E	N	B	T	I	R	L	W	O	N	M	R	T	Y	H	I	C	H	W	O	H	U
R	H	O	I	T	A	J	O	M	I	T	Y	X	Z	B	Z	T	X	Y	R	W	E
Y	J	N	T	B	I	T	P	R	M	N	R	Z	X	B	Z	I	X	Y	R	D	O
E	S	D	E	H	N	M	K	L	P	I	T	E	W	Q	H	T	H	G	U	N	P
H	O	L	C	J	B	V	R	E	A	Y	J	P	O	R	S	S	G	B	V	A	M
T	E	N	E	N	I	H	C	A	M	G	N	I	W	E	S	K	W	E	S	H	H
O	N	O	B	N	U	J	L	S	A	C	Z	X	Y	T	R	C	T	U	V	W	X
P	U	Y	A	G	H	R	T	Y	U	I	S	Z	V	B	N	A	N	M	T	Y	R
K	T	R	B	G	R	E	A	O	U	O	U	I	F	F	T	B	V	B	R	E	I

FIND THESE WORDS

1. Sorting
2. Laundry
3. Washer
4. Dryer
5. Temperature
6. Permanent care label
7. Head
8. Sewing machine
9. Presser foot
10. Hand wheel
11. Bobbin
12. Knits
13. Reverse lever
14. Back stitching

CLOTHING AND TEXTILES

ASSIGNMENT 3

SEWING MACHINE

Write the word true or the word false.

_______ 1. Our sewing machines are all electric, therefore, they must be plugged into wall sockets.

_______ 2. The hand wheel should be turned toward you.

_______ 3. Do not turn your machine light on while sewing, as this is wasteful and will cause bulb to burn out.

_______ 4. Good posture is not important.

_______ 5. The sewing machine only sews one length stich.

_______ 6. Our machines will only sew forward.

_______ 7. In order to stitch, you only sew forward.

_______ 8. When learning to sew, set your sewing machine on fast. speed, so you can finish sewing quickly.

_______ 9. Irons should be left on, so that they will be hot for the next person to use.

_______10. The stitch length number for most of our machines should be set to 12.

CLOTHING AND TEXTILES

ASSIGNMENT SHEET 4 - ON LAUNDRY

Supplemental worksheet to reinforce reading skills:

OH MY, MOM HAS THE FLU!

John and Mary's mom has the flu. The doctor says she will have to stay in bed for one week. John and Mary will have to to the family laundry.

Monday is wash day and 1.____________ and Mary are going to sort the 2.________________ to put in the 3.__________________. John takes all his jeans and puts them into a pile for 4.____________________ colors. Mary reads the 5.__________________ ______________ _________________ on each piece of clothing, and makes separate piles for different 6.______________ of water for the washing 7.________________________.

John sees that he has a 8.___________________ on his shirt, so he sprays it with a special spot 9.________________.

While Mary is 10.________________ the clothes, she checks the pockets, and finds a 11. ________________, 12. ______________ and 13. ______________. She takes these out, and saves the money for John since it was in his jeans 14.________________________.

For each 15. ___________________ Mary washes, she must decide whether to use the normal or 16. __________________ machine cycle speed.

After the 17. _______________ ___________ stops, John puts the clothes into the 18. ______________ and reads the 19. __________________ __________ _____________ for correct temperature.

As soon as the 20. _______________ stops, both John and Mary quickly 21.________________________ or 22. ____________________ the clothes.

The 23 _____________ of our 24 ______________

CLOTHING AND TEXTILES

ASSIGNMENT SHEET 5 - SEWING MACHINE

A "SEW" HAPPY STORY

Tommorrow would be the first day of school at 1.____________________ Middle School for the twin brother and sister 2.____________________ and 3.______________. 4.______________ wanted to wear her favorite dress so she looked in the 5.______________ to find it. She noticed that the aide seam was coming apart. She had to repair it herself because 6.______ _______. She knew if she did the seam on the sewing machine it would be stronger and last 7.______________. She opened up the 8. ________________ and found some matching 9.____________________. The thread needed to be wound on the little round 10. __________________.

She was careful when she 11.______________ in the machine to the electrical outlet. She wound the 12. ________________ and threaded the machine. She put the seam under the 13. ______________ and lowered it onto the material. To make the stitching hold better, she made the machine go backwards for a few stitches by putting it in 14. __________________. This is called 15. _____________ ______________.

Just then her twin brother 16.______________ wandered in eating an apple. "Hey," he said to his sister, "Can you sew a button on my shirt so I can wear it to 17.__________________ Middle School tomorrow?

"No way, I am going to 18. ________________ house now. You can do it yourself."

"Rats!" said 19.______________, as he threaded the 20. _______________ _______________ with a double thread and tied a strong 21.______________. He put a pin on the top of the 22. __________________, so that the button would have a little slack. Then he 23.__________________ on the button like his older brother had learned in 24. ______________ ________________ class.

Both 25a. ________________________ and b. ____________________ were "sew" happy the first day at 26. ____________________ Middle School.

CLOTHING AND TEXTILE NAME ____________________

ASSIGNMENT SHEET 6 GROUP ____________________

EVALUATION OF TOTE BAG 6

1. How will you use this Tote Bag? ____________________

____

2. What was the most difficult step or part of the making of this project?

____

____

3. What was the easiest part? ____________________

____

4. Did you find using the sewing machine fun? ____________________

____

5. List as many things that you can think of that you learned while sewing this project. ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

6. What did you learn about cooperating with other students while sewing?

____

____

7. How can learning to use the sewing machine help you help your family?

____

____

8. After 9 weeks of Home Ec - Do you think you would want to take Home Economics again in the 7th or 8th grade?

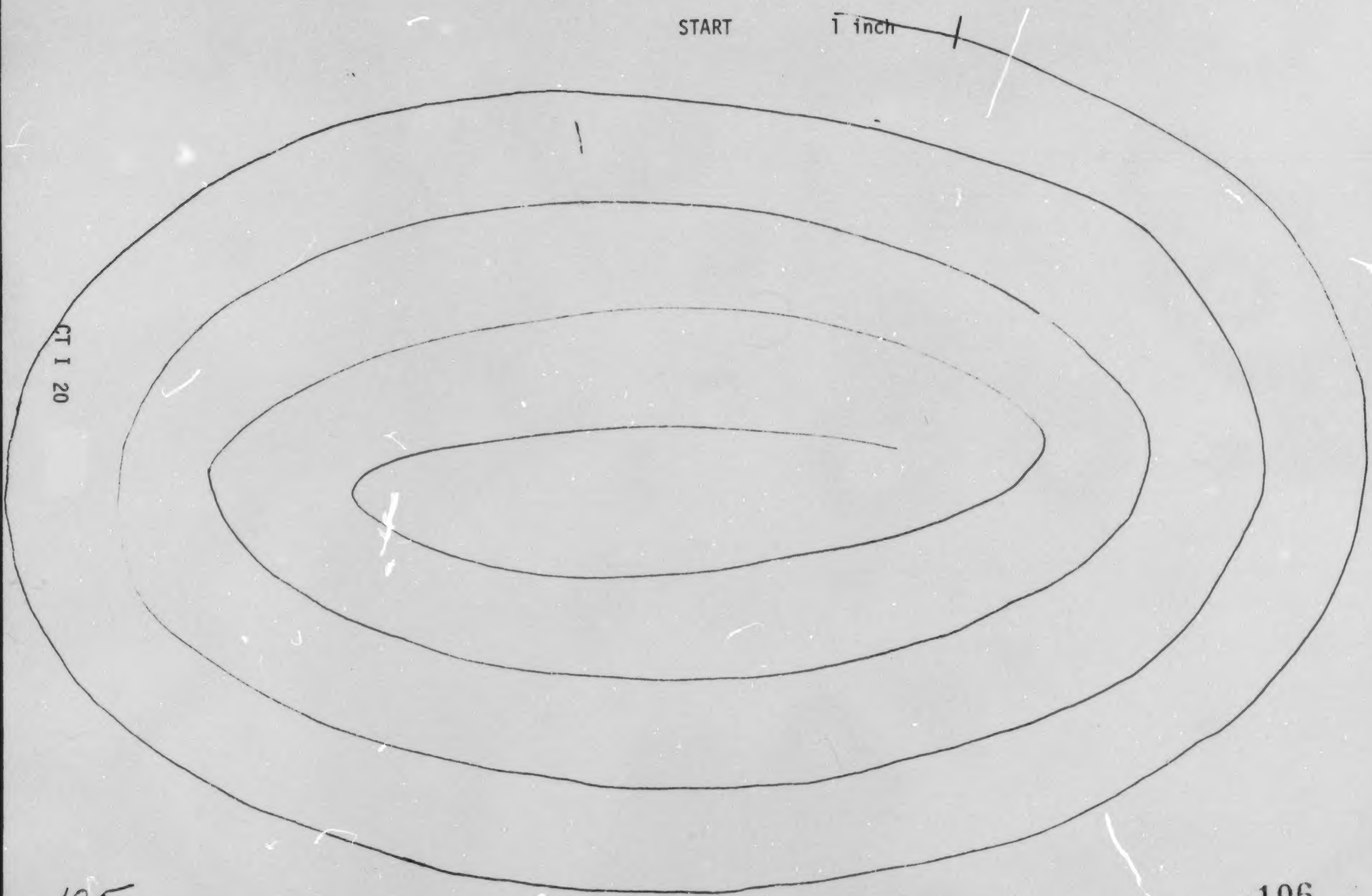
____

Why? ____________________

____

PRACTICE SEWING

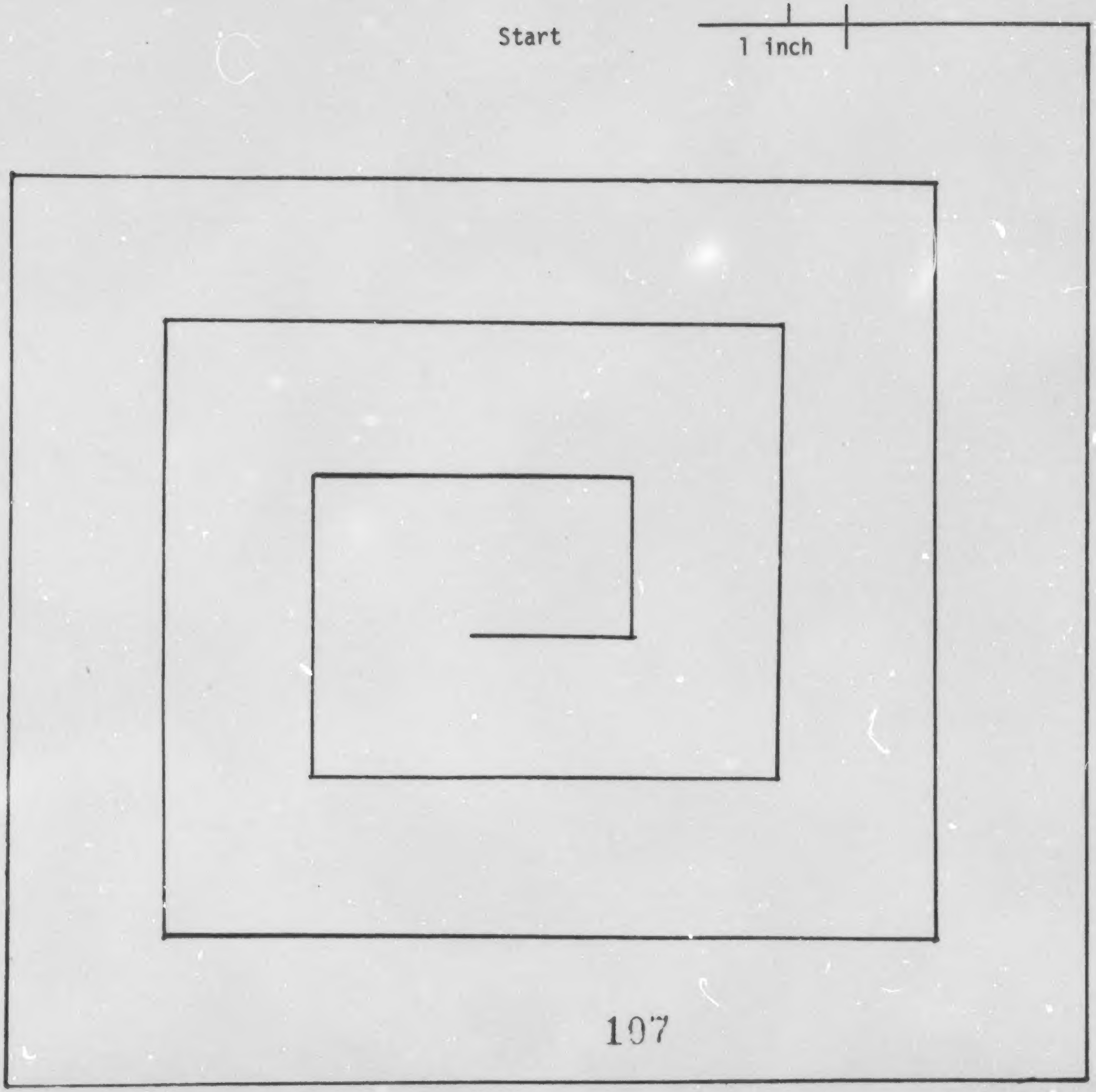
CURVES 20 stitches to the inch


START
1 inch

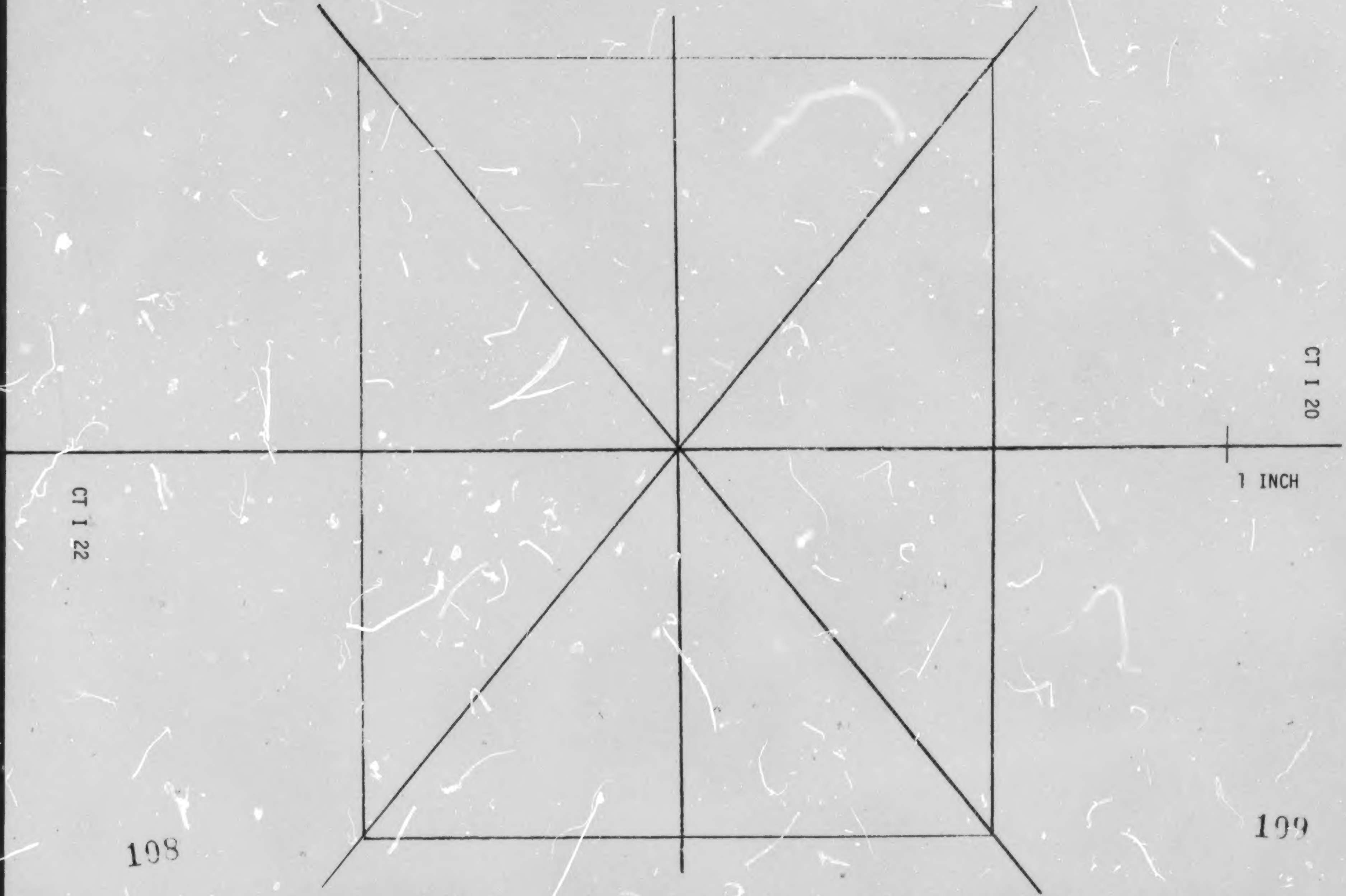
CT I 20

105

PRACTICE SEWING SQUARE CORNERS About 12 stitches per inch

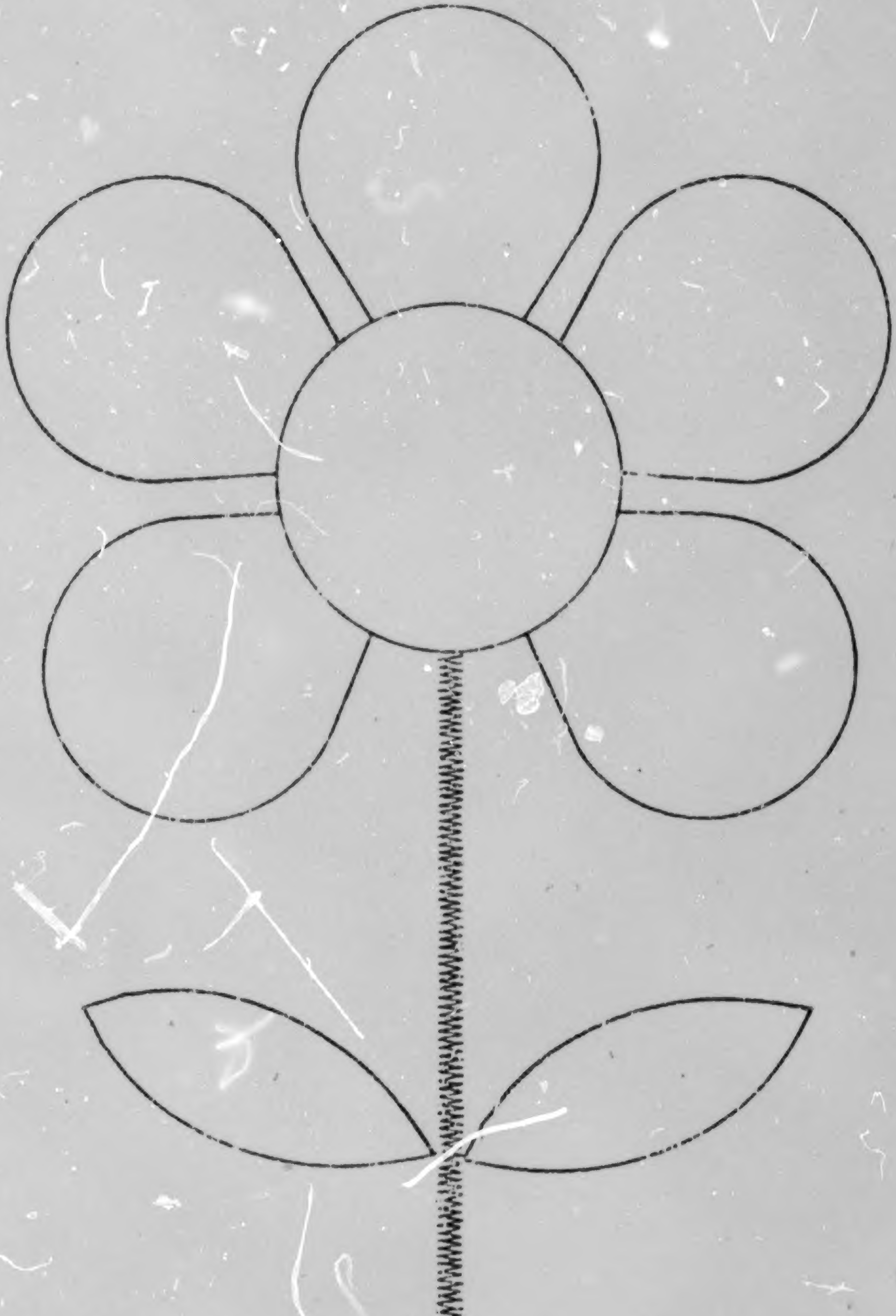

Start
1 inch

[illegible] CORNERS - About [illegible] stitches per inch


CT I 20
1 INCH
CT I 22
108
109

JOB SHEET 1D

PRACTICE SEWING



110

CLOTHING AND TEXTILES

LEVEL I

JOB SHEET 2 CONSTRUCT AND TOWEL TOTE BAG

I. Materials and equipment needed

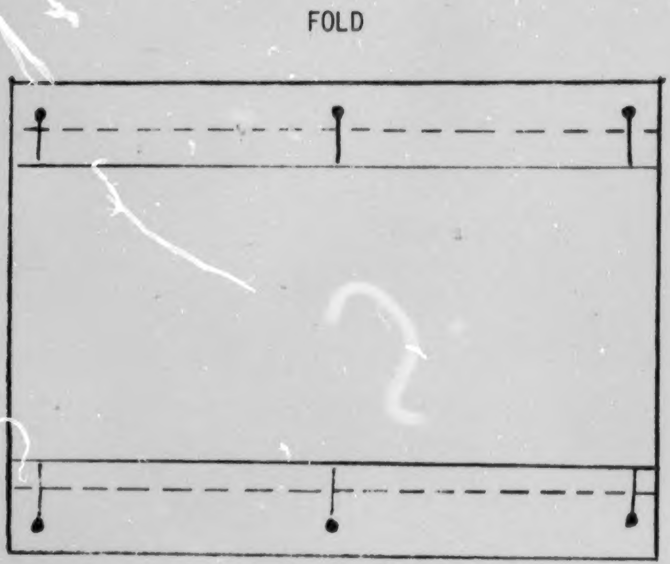
- A. 1 bath towel - used or new
- B. 1 spool white sewing thread
- C. 2 - 36" pieces of cording
- D. 1 large safety pin
- E. 6 straight pins
- F. 1 - 2 1/2 X 2 1/2 cardboard measuring guide

II. Procedure

A. Turn hem to wrong side on both towel ends. (Use a stiff 2 1/2" x 2 1/2" cardboard guide to measure for hem width. This takes place of tape measure.)

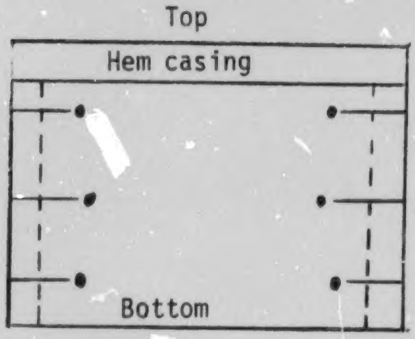
Note: If towel is fringed: Turn hem to right side so that fringe will show when tote bag is completed.

B. Iron down each hem to help keep in place. Pin at each end and in center.



C. Stitch on machine about 1/2" from edge - back stitching at beginning and end of seam.

D. Pin together, with right side to inside, with a pin at each end and in the center.



Stitch from bottom to top casing

E. Stitch sides 1/2" from edge. DO NOT stitch beyond hem. Reinforce at beginning and end of stitching.

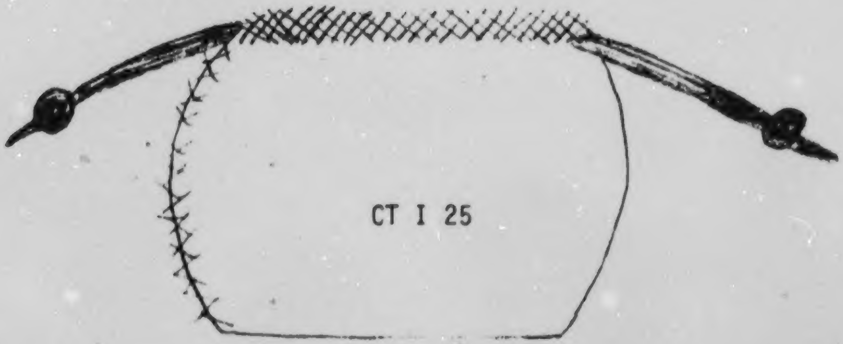
G. Cut 2 pieces cord each 36" long. Wrap one end with measuring tape.

H. Insert safety pin in one end of cord - and starting at one side draw through entire casing. Knot 2 ends together. Now - repeat. Start cord at opposite ends - and draw through entire casing. Knot 2 ends, together. Bag should now pull closed.

I. You now have a convenient tote bag that can be used as:

GYM BAG LAUNDRY BAG SWIM BAG BOOK BAG

Or whatever you can come up with.



CT I 25

CLOTHING AND TEXTILES

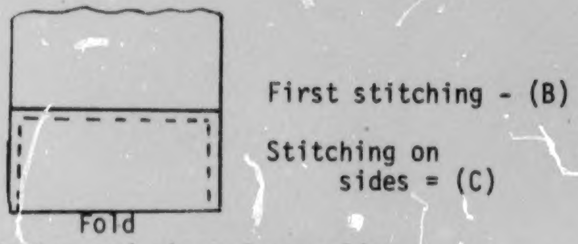
JOB SHEET 3 - CONSTRUCT AN I.D. HOLDER

I. Materials and equipment needed

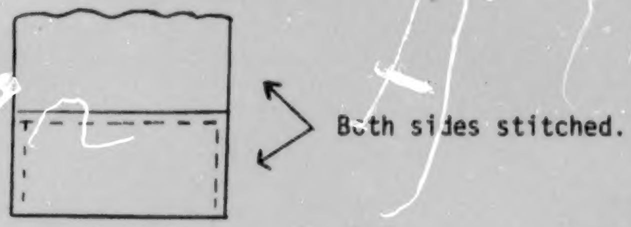
- A. 11 x 5" scrap of heavy, sturdy fabric.
- B. Spool of thread
- C. Pattern
- D. Straight pins.
- E. A 3" cardboard measuring guide.

II. Procedure

- A. Cut out a rectangle 11" x 5" using pattern.
- B. Turn under about 1/4" on each short end. Press down and machine stitch.
- C. With turned under edge on outside, fold one end up about 3" -- or use cardboard measuring guide. Pin sides together and sew each side about 3/8" from edge.

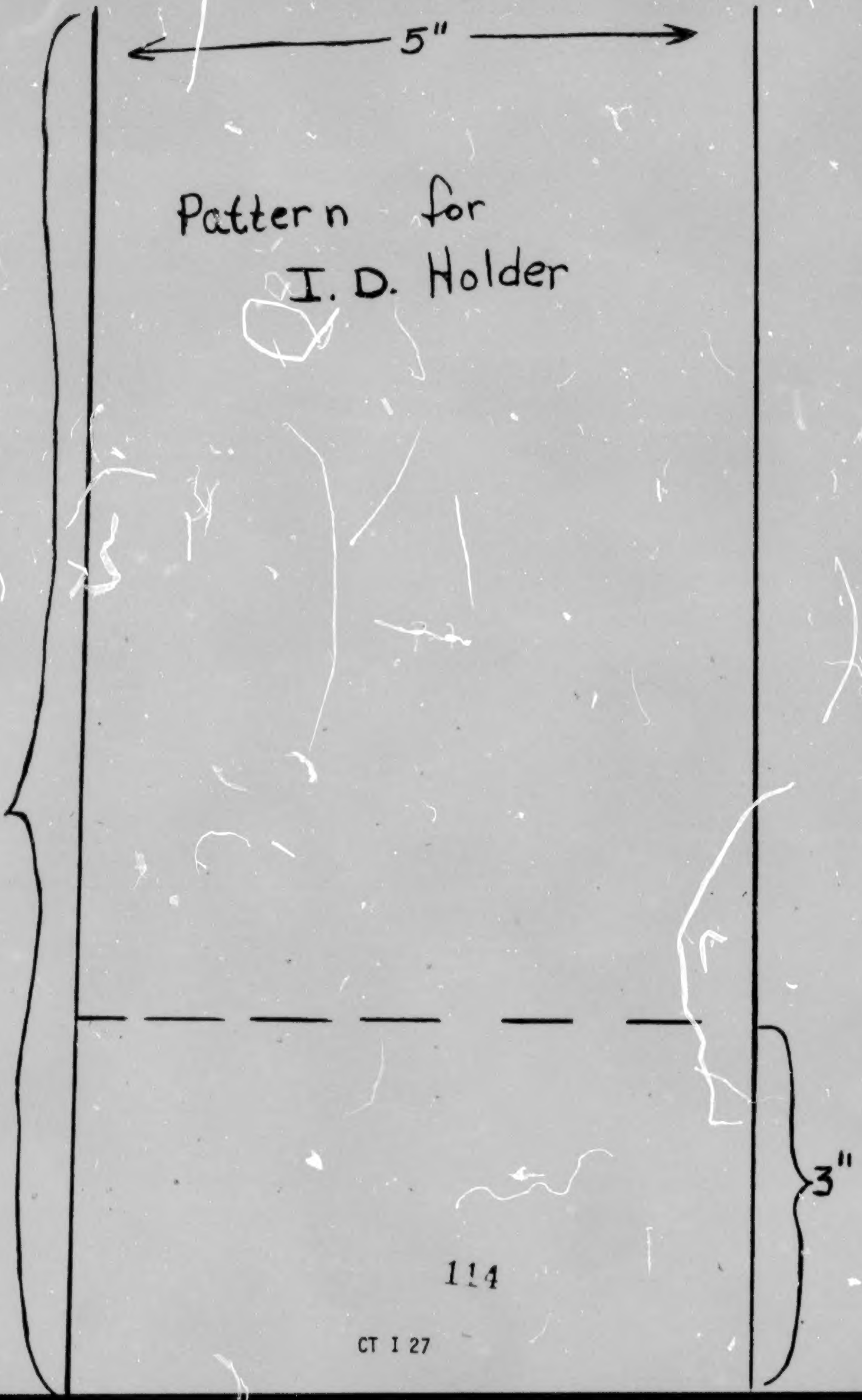


- D. Fold sown other edge to meet in center and pin and see sides as before.



- E. Turn I D. holder to right side
- F. You may add a buttonhole on flap and a button on the larger side if you wish.

Pattern for I. D. Holder



SEWING AND TEXTILES

LEVEL I

JOB SHEET 4 - SEWING ON BUTTONS

I. Materials and equipment needed

   A. Scrap of material

   B. 2 hole and 4 hole button

   C. Arms length of thread - about 36 inches long

   D. Sewing needle

   E. Straight pin

   F. Scissors

II. Procedure

   A. Cut thread 36 inches long

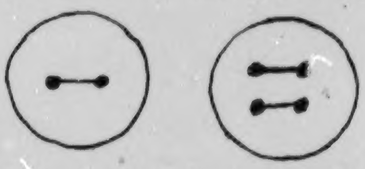
   B. Tie small knot bringing both ends together

   C. Mark position of button

   D. Make small stitch on right side of fabric where marked.

   E. Bring needle through 1 hole of button - be sure button is centered over mark.

   F. Make 8 stitches, inserting straight pin under thread after first stitch



   G. Bring needle up between button and fabric. Wrap thread around 6 times.

   H. Take needle to wrong side, and fasten with 3 small stitches.

   I. Clip thread.

   J. Remove straight pin.

PRE-POST TEST

Circle the correct answer.

1. Your dress is dirty when you come home from school, you should:

   A. Hang it up in the closet
   B. Put it in the laundry to be washed
   C. Throw it away

2. You are ready to wash your school clothes. You need some information on proper care. You should:

   A. Put it in the washer and turn it on
   B. Read the permanent care label
   C. Guess what to do

3. You can stop your clothes from wrinkling in the dryer by:

   A. Removing them from the dryer promptly
   B. Running the dryer a long time
   C. Using a hot drying temperature

4. To stitch backwards on the sewing machine:

   A. Turn material around
   B. Push lever to reverse position

5. Put the steps to sewing a project in order

   1. Learn how to run the sewing machine
   2. Cut out pattern
   3. Sew seams
   4. Thread machine
   5. Bring materials

Answer true or false to the following statements.

6.______________ Clothes should be mended before you launder them.

7.______________ A permanent care label will tell you how to launder clothes

8.______________ A permanent care label is sewn into your clothes.

9.______________ Dark clothes and light clothes can be washed together if you are careful.

10.______________ Preheat the iron for 30 minutes before you begin ironing.

11.______________ All clothes can be ironed at medium temperature.

SEWING AND TEXTILES

PRE-POST TEST

12.____________ Some knit clothing may be washed in the washing machine.

13.____________ You waste energy if you do not wash a full load of clothes.

14.____________ To unplug the sewing machine, pull hard on plug.

15.____________ Keep your eyes on the needle when using the sewing machine.

16.____________ Sew with presser foot up on sewing machine.

17.____________ For safety sake, be sure to unplug machine while sewing.

Match the terms on the left to the correct definition on the right.

18.____________ Permanent care label

19.____________ Sorting

20.____________ Knits

21.____________ Machine cycle

22.____________ Machine cabinet

23.____________ Machine head

24.____________ Hand wheel

25.____________ Presser foot

26.____________ Bobbin

27.____________ Reverse lever

28.____________ Back stitching

a. Small metal or plastic spool that holds bottom thread.

b. Speeds the length of washing time

c. Label that is sewn into clothing giving laundry instructions

d. Holds material down for stitching

e. Wooden base in which sewing machine sits.

f. Dividing clothing into groups, before washing

g. A material that stretches

h. Controls movement of take-up lever and needle

i. Makes machine stitch backwards

j. Upper main part of machine where parts are located

k. Running machine backwards for 5 or 6 stitches to lock seam.

CLOTHING AND TEXTILES

ANSWERS TO ASSIGNMENT SHEET 1

1. b.
2. c.
3. a.
4. b.
5. c.
6. b.
7. b.
8. b.
9. a.

(NOTE: These answers are suggested as guides for points of discussion.)

CLOTHING AND TEXTILES NAME ____________________

ANSWER SHEET - ASSIGNMENT 2 GROUP ____________________

SEEK AND FIND

J T A F B Z S H E A D U R Z I M Y A A P U H
N E Z S O R T I N G P L K I R D R Y E R O G
G M A E B R I F G H T L H S V U F R Z W O N
R P L E B M N R A I E D P E O U M A C A L L
E E A O I N K I Y X S U P T S A O B V S Z J
V R U W N S T Y I G C P I O N V P J D H C K
E A N J O B V T R Y E T Y E C R P M A E O N
R T D O J T H E U O R P N E E T H I T R P R
S U R I J H E O P R E T N S S O G Y U N K B
E R Y I G H B V M N C Y S H G T G U K I N M
L E O R J V U R S A L E B E R J N T H R L K
E Y S A H R E E R O R E L M T E I P U Y E V
V H Y T O P E E S F V N B U E H H G Y T E I
E N B T I R L W O N M R T Y H I C H W O H U
R H O I T A J O M I T Y X Z B Z T X Y R W E
Y J N T B I T P R M N R Z X B Z I X Y R D O
E S D E H N M K L P I T E W Q H T H G U N P
H O L C J B V R E A Y J P O R S S G B V A M
T E N E N I H C A M G N I W E S K W E S H H
O N O B N U J L S A C Z X Y T R C T U V W X
P U Y A G H R T Y U I S Z V B N A N M T Y R
K T R B G R E A O U O U I F F T B V B R E I

FIND THESE WORDS

1. Sorting
2. Laundry
3. Washer
4. Dryer
5. Temperature
6. Permanent care label
7. Head
8. Sewing machine
9. Presser foot
10. Hand wheel
11. Bobbin
12. Knits
13. Reverse lever
14. Back stitching

CLOTHING AND TEXTILES

ANSWERS TO ASSIGNMENT SHEET 4 ON LAUNDRY

ANSWERS:

1. John
2. Clothes
3. Washer
4. Dark
5. Permanent care labels
6. Temperatures
7. Machine
8. Spot/stain
9. Remover
10. Sorting
11. Warm
12. Money
13. Crayons
14. Pocket
15. Load
16. Gentle
17. Washing machine
18. Dryer
19. Permanent care label
20. Dryer
21. Fold
22. Hang
23. End
24. Story

CLOTHING AND TEXTILES

ANSWERS TO ASSIGNMENT SHEET 5 - SEWING MACHINE

ANSWERS:

1. Name of a Middle School
2. Boy's name
3. Girl's name
4. Girl's name
5. Closet
6. Give reason
7. longer
8. Sewing machine cabinet
9. Thread
10. Bobbin
11. Plugged
12. Bobbin
13. Prosner foot
14. Reverse
15. Back stitching
16. Boy's name
17. Name of school
18. Girlfriend's name
19. Boy's name
20. Needle
21. Knot
22. Button
23. Sewed
24. Home economics
25. Girl's name Boy's name
26. Middle School's name

UNIT OF INSTRUCTION

ANSWER SHEET TO PRE-POST TEST

1. a. Hang it up in the closet
2. b. Read the permanent care label
3. a. Removing them from dryer promtly
4. b. Push lever to reverse position
5. 5, 1, 2, 4, 3
6. True
7. True
8. True
9. False
10. False
11. False
12. True
13. True
14. False
15. False
16. False
17. False
18. c.
19. f.
20. g.
21. b.
22. e.
23. j.
24. h.
25. d.
26. a.
27. i.
28. k.

LOOK YOUR BEST

LEVEL I

OBJECTIVES

At the completion of this unit, the student should be able to give first impressions of grooming characters; choose products necessary for bathing; demonstrate proper procedures for hand, and dental care; explain why it is important to hang up clothes and put dirty clothes in the hamper. This knowledge will be evidenced through completion of activities and by scoring eighty-five percent on unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define first impression.
2. Describe their first impression of the grooming characters.
3. Distinguish suitable products for bathing.
4. Demonstrate procedures for proper hand care.
5. List the steps in washing one's hair.
6. List steps in brushing and flossing their teeth.
7. Demonstrate the procedure for dental care.
8. List the reasons for hanging up your clothes.
9. List three reasons why it is necessary for family members to place dirty clothes in the laundry bag or hamper.
10. List the three types of clothing care.

LOOK YOUR BEST

SUGGESTED ACTIVITIES

1. Instructor
    - A. Provide students with objective sheet.
    - B. Provide students with information and assignment sheets.
    - C. Discuss terminal objectives and specific objectives.
    - D. Discuss information and assignment sheets.
    - E. Make transparencies.
    - F. Give test.

II. Student
- A. Read objectives.
- B. Study information sheet and complete each assignment.
- C. Complete assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:
- A. Objectives
- B. Information sheet
- C. Transparency masters
- D. Assignment sheets
    1. Assignment Sheet #1 - First Impression Characters
    2. Assignment Sheet #2 - Bath Seek and Find
    3. Assignment Sheet #3 - Washing Hair
    4. Assignment Sheet #4 - Grooming Magic Squares
    5. Assignment Sheet #5 - Dear Abby

SUGGESTED ACTIVITIES

6. Assignment Sheet #6 - Care for Clothes

E. Answers to Assignment Sheets #2, #3, #4

F. Instructions to teachers - explaining assignments sheets

II. Materials provided by teacher:

A. Provide posters of first impression characters for bulletin board or flannel board.

B. Provide the following for the bath lesson: hand soap, deodorant soap, wash cloth, bath towel, lotion, bubble bath, SOS pads, chore girl, rubber scraper, vegetable brush, tide.

C. Provide a manicure set: file, emory board, nail brush, polish remover (acetone), and cotton balls.

D. Provide the following for the hair washing lesson: bath towel, shampoo, cream rinse, blow dryer, comb and brush.

E. Provide the following for the dental care lesson: toothbrush, dental floss, toothpaste and alternative products, i.e., baking soda.

F. NOTE: If possible borrow from a dentist the giant toothbrush and teeth models.

G. Make up your own slides using the "LOOK YOUR BEST" film script.

III. References:

A. Marion, Robert. POSTERS ON GOOD GROOMING. Portland, Maine: J. Weston Walch, 1975.

B. Proctor & Gamble Education Series. PERSONAL CARE. Cincinnati, Ohio, 1975.

C. FORECAST MAGAZINE: Scholastic Magazine, October, 1977, First Impression Characters.

D. Johnson & Johnson: Instructional Materials Lab., Inc. New York, New York.

E. Kelly, Joan. Landers, Eddy Eubanks. TODAY'S TEEN, Charles A. Bennett Col, Inc. Peoria, Ill., 1977.

LOOK YOUR BEST

INFORMATION SHEET

1. First impressions are the ideas you form when you first see a person.

    A. Appearance

        1. Hair

        2. Nails

        3. Teeth

        4. Clothing

    B. Opinion

        1. Dirty

        2. Neat

        3. Mean

        4. Kind, etc.

II. Products necessary for bathing

    A. Soap

    B. Bath towel

    C. Wash cloth

III. Methods of cleaning the body

    A. Shower

    B. Tub bath

    C. Sponge bath

INFORMATION SHEET

IV. Hand Care

A. Terms

1. Cuticle - skin around the base of nail.
2. Emory board and nail file - used to keep nails rounded and shaped.
3. Orange stick - used to push cuticles back to the base of the nail.
4. Nail brush - small soft brush used in cleaning nails. (NOTE: Old tooth brush may be used)
5. Filing - smooth the edges and shape the nails

B. Steps of hand care:

1. Gently scrub hands and nails with nail brush, warm water and soap.

   (NOTE: Remove dirt from under the nails.)
2. Towel dry, pushing back cuticles with towel.
3. Using the orange stick, gently push back the cuticle to the base of the nail.
4. File nails
   a. Use nail file or emory board.
   b. File when nails are dry.
   c. File in one direction.
5. Apply hand lotion
   a. Prevents chapped hands
   b. Prevents hang nails

V. Hair Care

A. Terms

1. Shampoo - special soap used to clean hair.
2. Cream rinse - used to detangle and soften hair.

INFORMATION SHEET

3. Dandruff - flaking of the scalp which can be dry skin, shampoo or cream rinse left in the hair.

4. Scalp - the skin on the head.

B. Steps in washing hair

1. Brush hair

   a. Loosen dirt

   b. Detangle hair

2. Wet hair thoroughly with warm water

3. Apply shampoo according to directions

4. Lather and massage gently using finger tips and not the nails.

5. Rinse well with warm water until all soap is gone

6. Apply cream rinse according to directions

   a. Commercial products

   b. Home products

7. Completely rinse out all cream rinse. The final rinse, use cold water

8. Towel dry by blotting not rubbing to prevent tangling.

9. Style and/or set

10. Wash hair as often as needed.

VI. Dental Care

A. Terms

1. Tooth brush - a soft bristle brush designed for cleaning gums and teeth

2. Dental floss - helps remove food particles which have not been removed by brushing.

3. Tooth paste - any product used with a tooth brush to clean teeth and gums.

INFORMATION SHEET

B. Steps to brushing teeth

1. Purchase or obtain from your dentist, a soft or medium tooth brush.
2. Apply a moderate amount of tooth paste to the tooth brush, squeezing from the bottom of the tube.
3. Brush upper teeth with a downward motion and lower teeth with a upward motion. Be sure to keep your mouth open when brushing.
4. Continue brushing for 2 minutes.
5. Rinse mouth and tooth brush with water very well.
6. Replace tooth brush to holder and replace the tooth paste lid.
7. Brush after meals or snacks when possible. When at school rinse out mouth with water after lunch or snacks.

C. Steps to dental flossing - (Listed on page GH I 8, "Guide for Better Mouth Hygiene.)

LOOK YOUR BEST

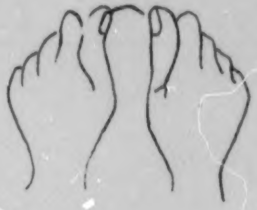
GUIDE FOR BETTER MOUTH HYGIENE

Dental Flossing - 1st, DRAW 18-INCH LENGTH OF FLOSS

The key to effective use of dental floss is the method of holding the floss in your fingers.

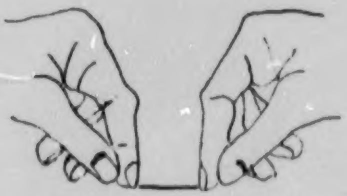
1st - Draw out about an 18-inch length of floss from the container. Containers have a special device for cutting to desired length.

2nd - Next twist the floss two or three times around the forefinger and middle finger of each hand. Leave your thumb free.



2nd - USE THUMBS, FOREFINGERS AS GUIDES

To use floss on upper teeth, hold as shown at right, using thumbs as guide. Hold the thumbs not more than one inch apart. Keep floss taut.



For lower teeth, use the forefingers to guide the floss. Again, be sure the fingers are no more than one inch apart.

Dental floss is not a substitute for the toothbrush. It is a partner.

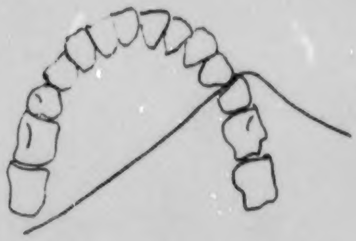
Its purpose is to remove food particles wedged between the teeth beyond the reach of the toothbrush.

If these particles are not promptly removed, they may form decay-causing acids or lead to serious gum diseases. That is why it is important to clean the teeth immediately after every meal, using both dental floss and toothbrush.

MOVE FLOSS GENTLY BACK AND FORTH BETWEEN TEETH.

As you can see in your mirror, the teeth are naturally shaped so they touch each other about a third of the way from the biting surface. Then, toward the gum they separate again.

In using dental floss, never attempt to force or snap it through this tight area. Remember, the gums are sensitive and the floss should not hit them. Instead, work the floss through the tight area to the base of the teeth by moving it gently back and forth. Remove floss the same way.



LOOK YOUR BEST

VII. Clothing care

A. The reasons for hanging up your clothes are:

1. Longer clothes life
2. Less work for whoever does the laundry
3. Keeps room and closet more attractive.

B. When you take care of your dirty clothes you:

1. Place all dirty clothes in laundry bag or hamper.
2. Make less work for whoever does the laundry.
3. If dirty clothes are left in your room, they might cause bad odors.
4. Help keep your room neat and clean.
5. Hang similar clothes together such as shirts, pants and skirts.

C. Clothes require different types of care.

1. Do the following daily
    - a. Hang up clothes
    - b. Place dirty clothes in laundry basket or hamper
    - c. Place shoes in proper place
2. Do the following weekly
    - a. Sort out clothes that need to be laundered.
    - b. Check for spots, ripped seams, torn places and loose or missing buttons.
3. Do the following seasonally
    - a. Before storing clothes, check the following:
        1. Make sure you will be able to wear the clothes next season.
        2. Make repairs on the clothes you plan to wear again.

LOOK YOUR BEST

CLOTHING CARE

3. Store only clean clothes.
4. Properly hang or fold clothes, then store in a cool, dry and out of the sun and light place.

LOOK YOUR BEST

TRANSPARENCY MASTERS

Note to Teacher: The following visuals can be used as posters, bulletin boards, or transparencies. Additional questions and discussions are left up to the teacher.

TM I - Brushing and Dental Flossing

TM II - Bath or Shower and Mouth Wash

TM III - Shampoo and Comb and Brush

TM IV - Wash and Manicure

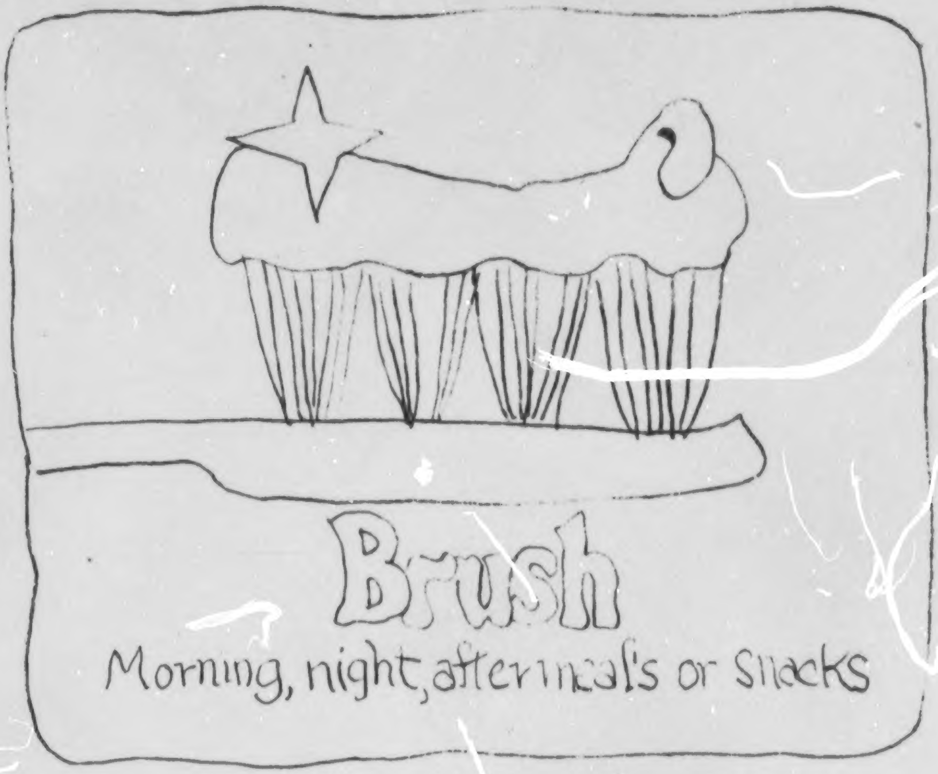
Option to the Teacher: The following posters on good grooming may be ordered from J. Westor Walch: Portland, Maine:

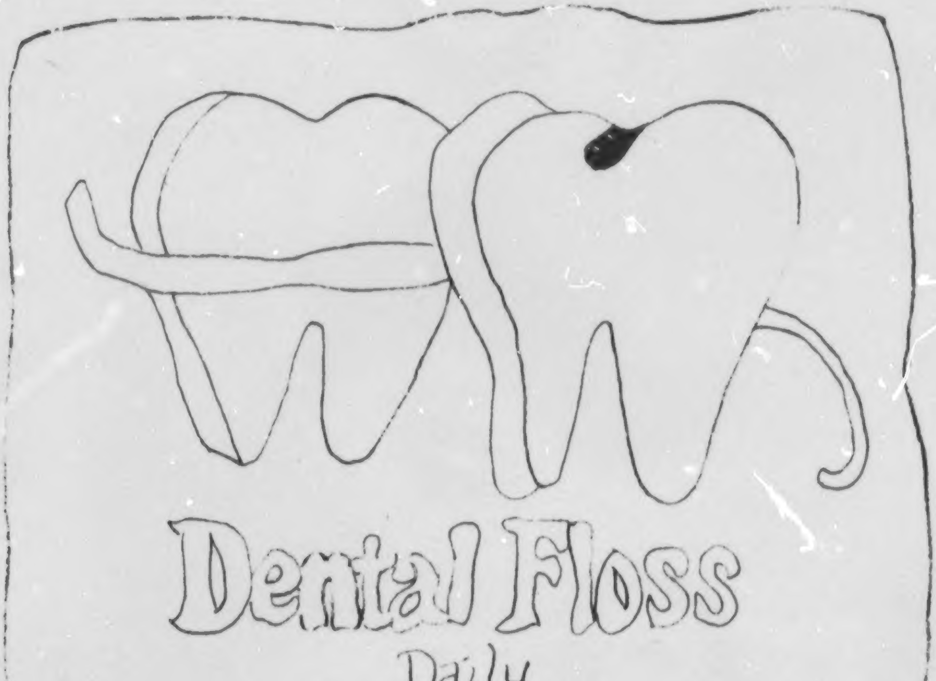
Why Good Grooming?

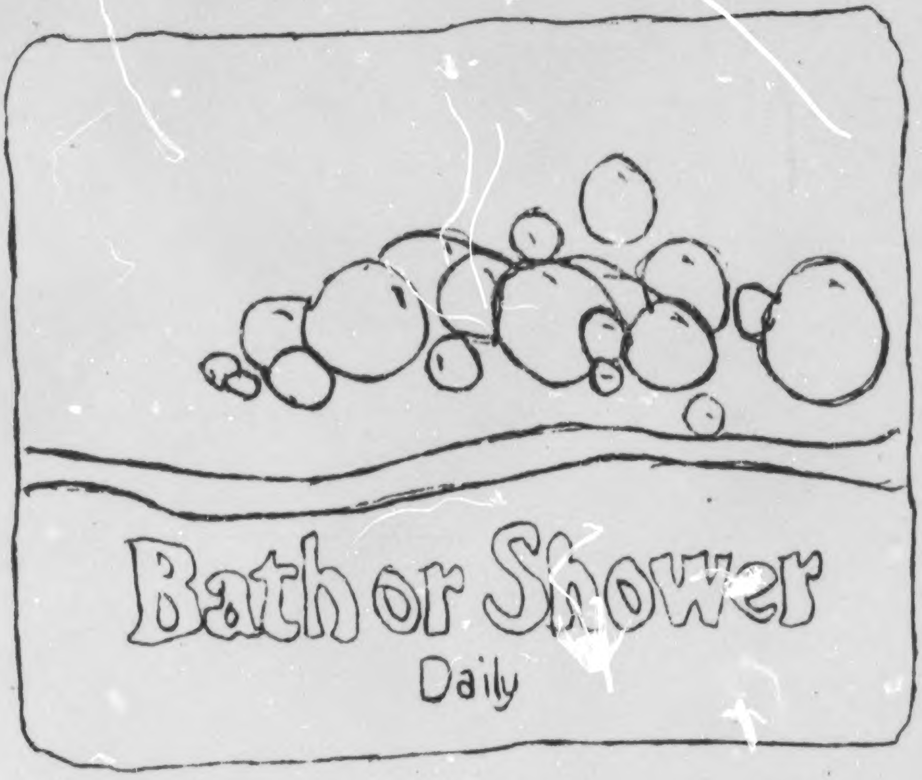
A Clean Start

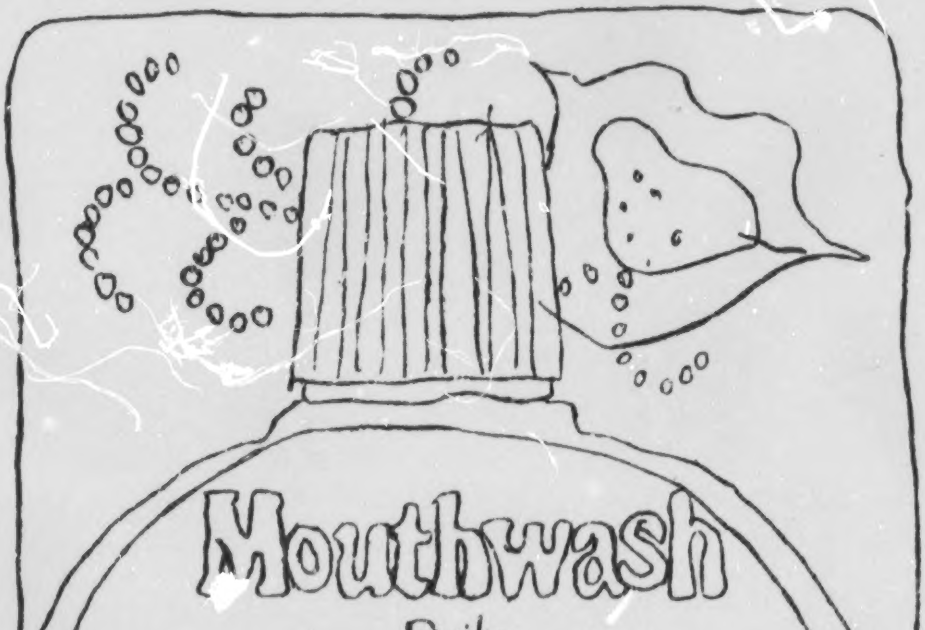
A Shining Smile

Hands as in Handsome

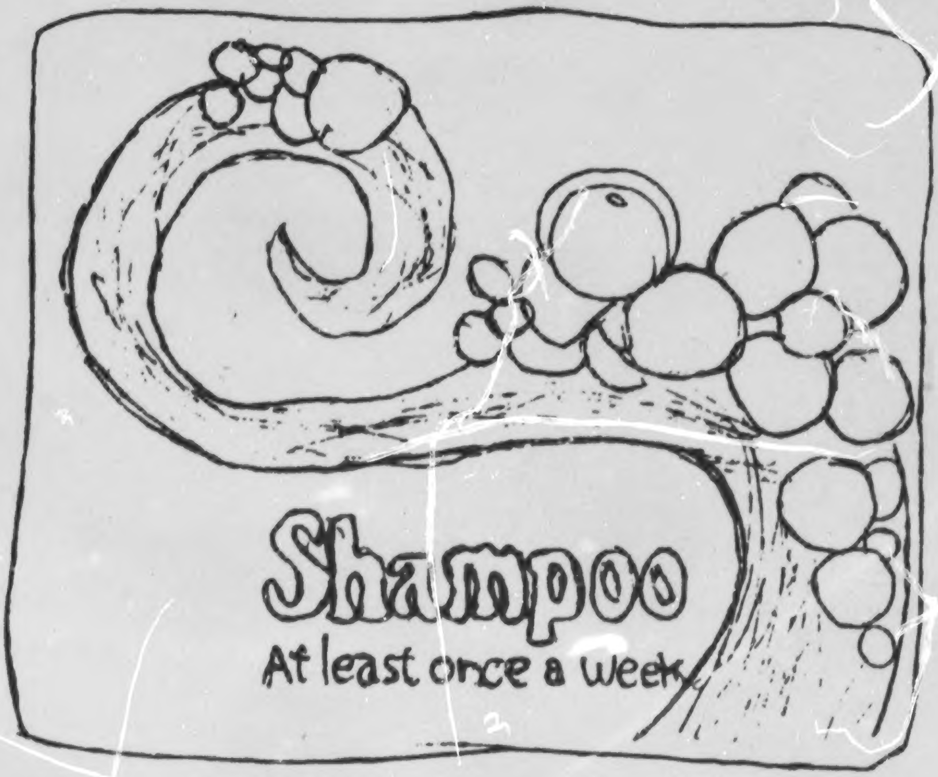

Brush
Morning, night, after meal's or snacks

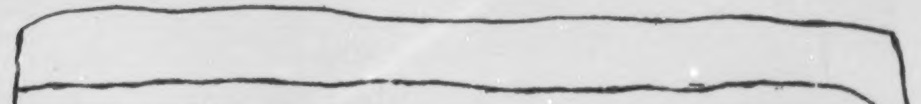

Dental Floss
Daily


Bath or Shower
Daily

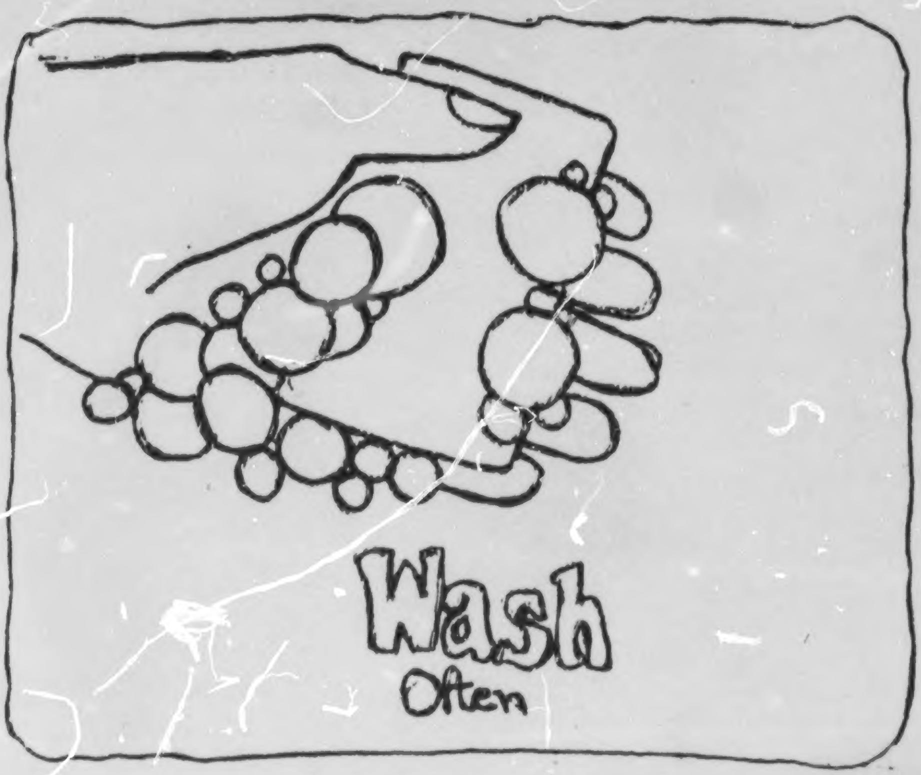

Mouthwash
Daily

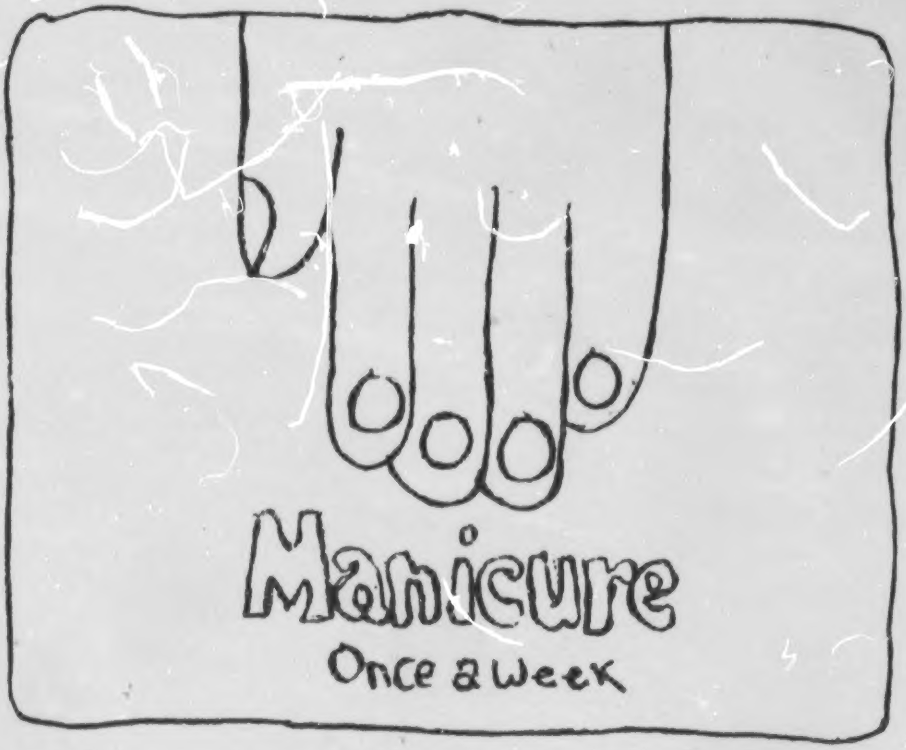
TM 3


Shampoo
At least once a week


Comb/Brush
Several times a day

TM 4




Manicure
Once a Week

GH I 15

LOOK YOUR BEST

ASSIGNMENT SHEET #1

FIRST IMPRESSIONS

Using Forecast Magazine October, 1977 unit on grooming, create names that describe your feelings about the first impression characters. After giving each a name explain what you think about each one and why you gave them that name. Finally would you like to have all of these people as friends. Place a "yes" or "no" by each one.

#1

#2

#3

#4

#5

#6

LOOK YOUR BEST

ASSIGNMENT SHEET #2 - BATH SEEK AND FIND

How to play: Read the statements below. Look at the puzzle. You'll find the underlined words in all directions - horizontally, vertically, diagonally, and backwards. Draw a circle around each letters of a word found in the puzzle.

1. Soap is the substance used to disolve body dirt and oils during cleaning.
2. Bath is a method of cleaning your whole body by getting into a tub of water. It requires soap.
3. Shower is a method of cleaning your whole body by standing under a stream of water. It requires soap.
4. Towel is used to dry yourself.
5. Wash cloth is helpful to scrub yourself - all of you - clean, giving special attention to ears, elbows, etc.
6. Back Brush is helpful in washing your back.
7. The temperature of the bath makes a difference.
8. A warm bath relaxes you.
9. A hot tub bath stimulates you.
10. A shower peps you up.
11. After a shower or a bath, you should rinse away all traces of soap.

S D F G M R A W T Y U I O Y W
H O T Q W E R T F G H J K L M
O K A A S D F G H J B O D Y H
W D F P F G H N M K A S X C B
E S D F G R C V B N T D C S Y
R G P H J E B H N J H F G C N
F L E W O T V A B N M I K R T
T Y P A F A G H C B V C X U J
E J S S F W R T Y K D F G B N
M V B H T H J K L M B N M B V
P O I C F I G E S N I R F G H
E F D L L G M O W E R T U I O
R T Y O U E T U O S C V F S D
A D F T U B A T L H D R Y H H
T G H H G B V N D A S D F G H
U A S D F G H J I J T E R T Y
R E L A X E S F R N G E F G H
E Q W E R T Y U T G G R S F G

LOOK YOUR BEST

ASSIGNMENT #3

SHAMPOOING - SEEK AND FIND

Find all the words that are underlined in the sentences below. You find the words in all directions- horizontally, vertically, diagonally, and backwards.

How often to shampoo the hair? Well... here are some easy signs: at the first sign of oiliness, dirtiness, when it looks tired ... or when you just need a morale booster.

Before shampooing... and in between... to stimulate hair growth and circulation in the scalp, to help keep hair full and dandruff-free. Massage.

First, place thumbs back of ears, spread fingers until they mesh.

Second, rotate your hands, massaging gently with fingertips until scalp moves. Cover entire scalp in this manner. This gets the blood circulating and loosens the scalp. It's good also for minor tension.

Now... shampooing.
First, wet hair thoroughly with luke-warm water. Massage the shampoo into scalp.

Now shampoo scalp thoroughly, using gentle, but firm massaging motions. Rinse. Then shampoo again. Then rinse.

How many rinses, and why do you rinse? A residue of suds can dull hair, acts as a dirt collector, and... possibly... affect the way your hair looks. So rinse until it squeaks when you rub it.

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A S D F G H J K L O W E R T Y U I O P Z
A H A I R M L U K E-W A R M K U W E R T
Q W P L A C S H A M P O O K L O W E R T
A S D F G H C Q W E D F G L M N B V C X
C I R C U L A T I O N M N L R F G H B W
X D C F V G L N F I N G E R S L I K J H
H S D F G H P J H R G H J K L F N V C X
H Q H J K L M P B E A R S H G F D E F G
R U B N M E L L U D I R T I N E S S S B
S E F A S D F G H J K L M N B V C X Z S
D A N D R U F F F R E E A S D F G H J K
D K M N E D F H V C X Z G O W E R T Y U
H S D F S V B S T I M U L A T E A S D F
A S D F I O W E R W A S D F S Z X C V B
Q W S U D S Z X C V O B N M V S A S D F
A S D F U J K E S N I R G H J W A T E R
Z X C V E A S D F G H J G O W E R M V C
```

LOOK YOUR BEST

ASSIGNMENT SHEET #4

GROOMING MAGIC SQUARES

MAGIC SQUARES: Match the number with the letter that best tells the definition. Put the number in the box that is marked with the letter. If you pick the best answers, you will be able to tell the "magic number"!! (All rows and columns will have the same sum when added.)

a. Skin around the base of the nail
b. Special soap used to clean hair
c. Small soft brush used in cleaning nails
d. flaking of the scalp which can be dry skin, shampoo or cream rinse left in hair
e. A soft bristle brush designed for cleaning gums and teeth
f. Used to push cuticles back to base of nail
g. Used to detangle and soften hair
h. To smooth the edges and shape the nails
i. The skin on the head
j. Helps remove food particles which have not been removed by brushing.
k. Used to keep nails round and shaped
l. Any products used with a tooth brush to clean teeth and gums
m. Care given to the finger nails
n. Ideas you form when you first see a person
o. A method of cleaning your whole body by getting into a tub of water
p. Personal care

1. Cuticle
2. Bathing
3. First impression
4. Dandruff
5. Toothpaste
6. Orange stick
7. Cream rinse
8. Scalp
9. Filing
10. Dental floss
11. Emory board
12. Tooth brush
13. Manicure
14. Nail brush
15. Shampoo
16. Grooming

The magic number is ________

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p

LOOK YOUR BEST

ASSIGNMENT SHEET #5

DEAR ABBY,

Answer the following letter.

Dear Abby,

My parents said they will ground me unless I start to take better care of my clothes. My problem is that I am having a hard time making myself get started. Can you help me??

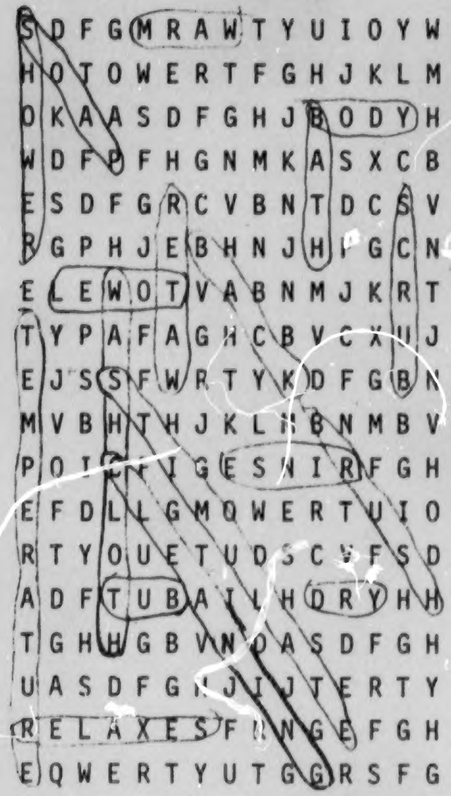
Sincerely,
Sad Sack

Dear Sad Sack,

Sincerely,

LOOK YOUR BEST

ANSWERS TO ASSIGNMENT SHEET #2



S D F G M R A W T Y U I O Y W
H O T O W E R T F G H J K L M
O K A A S D F G H J B O D Y H
W D F P F H G N M K A S X C B
E S D F G R C V B N T D C S V
R G P H J E B H N J H I G C N
E L E W O T V A B N M J K R T
T Y P A F A G H C B V C X U J
E J S S F W R T Y K D F G B N
M V B H T H J K L H B N M B V
P O I C H I G E S N I R F G H
E F D L L G M O W E R T U I O
R T Y O U E T U D S C V F S D
A D F T U B A I L H D R Y H H
T G H H G B V N D A S D F G H
U A S D F G H J I J T E R T Y
R E L A X E S F U N G E F G H
E Q W E R T Y U T G G R S F G

LOOK YOUR BEST

ANSWERS TO ASSIGNMENT SHEET #3

A S D F G H J K L O W E R T Y U I O P Z
A H A I R M L U K E W A R M K U W E R T
O W P L A C S H A M P O O K L O W E R T
A S D F G H C O W E D F G L M N B V C X
C I R C U L A T I O N M N L R F G H B W
X D C F V G L M F I N G E R S L I K J H
H S D F G H P J H R G H J K L F N V C X
H Q H J K L M P B E A R S H G F D E F G
R U B N M B L L U D I R T I N E S S S B
S E F A S D F G H J K L M N B V C X Z S
D A N D R U F F F R E E A S D F G H J K
D K M N E D F H V C X Z G O W E R T Y U
H S D F S V B S T I M U L A T E A S D F
A S D F I O W E R W A S D F S Z X C V B
O W S U D S Z X C V O B N M V S A S D F
A S D F U J K E S N I R G H J W A T E R
Z X C V E A S D F G H J G O W E R M V C

LOOK YOUR BEST

ASSIGNMENT SHEET #6

CARE OF CLOTHES

List things you do to take care of your clothes:

Every day -

Once a week -

Once in a while -

LOOK YOUR BEST

ANSWERS TO ASSIGNMENT SHEET #4

The sum total is 34 in all directions.

a 1	b 15	c 14	d 4
e 12	f 6	g 7	h 9
i 8	j 10	k 11	l 5
m 13	n 3	o 2	p 16

LOOK YOUR BEST

FILM SCRIPT

#1 TITLE - A presentation by Truman Middle School Students and Their Friends.

#2 - Meet Dirty Mary, Greasy Gary, and Crudy Tooth Teri. BOY do they need HELP!!! Mary with dirt under her nails, and muddy hands: Gary with dirty, greasy hair: and Teri with icky, crudy teeth.

#3 - Why don't the boys like to hold my hand? (student speaking) Mary, maybe they would if you took better care of your hands. Let's see if we can help Mary with her hands.

#4 - Here are a few things that Mary will need to take care of her hands. An emory board or nail file, a nail brush or old toothbrush, a hand towel and an orange stick.

#5 - Mary gently scrubs her nails with the nail brush using warm soapy water.

#6 - After washing your hands, towel dry, gently pushing back cuticles.

#7 - After washing your hands the skin around your cuticle will be softened enough to make it easier to push the cuticle back to the base of the nail. Mary uses the flat side of the orange stick to gently push the cuticle back to the base of the nail.

#8 - After her nails have dried, Mary uses an emory board to shape the edges of her nails. She is filing in one direction at a time.

#9 - Until her nails are the shape of her finger tips.

#10 - Using a moderate amount of hand cream will help prevent dry chapped hands.

#11 - Maybe now somebody will want to hold my hand. (student speaking)

#12 - Like everyone in school, Gary enjoys combing his hair, but shampooing it is not one of his favorite pasttimes. Every two (2) weeks is too often for him. We finally convinced Gary that he should do something about his hair so in the next few slides he will show us the steps to proper hair care. First he will comb his hair to loosen dirt and detangle his hair.

#13 - Some of the things you will need to wash and style your hair are: shampoo, cream rinse, towels, a comb, and blow dryer.

#14 - Gary is wetting his hair thoroughly with warm water.

#15 - Now he is applying shampoo according to the package directions.

#16 - Gary finds out that lathering and massaging gently with his fingertips and not his nails is good for his hair and scalp ...

LOOK YOUR BEST

#17 - as well as fun!!!!

#18 - Gary is really rinsing his hair and getting slightly wet, too!!!

#19 - To make his hair more manageable and easier to control, Gary has decided to use a cream rinse according to the directions on the bottle; just remember to rinse all the cream rinse out.

#20 - Gary is now blotting his hair and not rubbing it to prevent tangling.

#21 - Gary is using a blow dryer to dry and style his hair.

#22 - I really hate washing my hair but since I look so great, I think I'll try to wash it at least once a week.

#23 - Teri is enjoying her sucker, but will she always enjoy having her teeth? Her teeth are all there, but you can't see them for all the crud that is on them from not brushing. Is there any way we can save her teeth? YES!!!! She can brush her teeth after meals and snacks or whenever possible. When at school rinse out your mouth with water after lunch or snack.

#24 - Here are a few items that she will need for proper dental care: a toothbrush, toothpaste, and dental floss. No, she doesn't need false teeth yet.

#25 - Teri is demonstrating the use of a soft bristle brush, designed for cleaning gums and teeth. She is applying a moderate amount of toothpaste, squeezing from the bottom of the tube.

#26 - Brushing upper teeth with a downward motion ....

#27 - and lower teeth with an upward motion and continue brushing for 2 minutes.

#28 - Teri is rinsing her mouth with water thoroughly to remove toothpaste and find food particles.

#29 - Teri knows that dental flossing is not a substitute. It is a partner. Its purpose being to remove food particles wedged between the teeth, beyond the reach of the toothbrush. The way to effectively use dental floss is the method of holding the floss in your finger, draw about 18 inches of floss from the container.

#30 - Next wind the floss two (2) or three (3) times around the middle and forefingers of each hand leaving your thumb free. Gently work the floss through the tight area to the base of the teeth by moving it gently back and forth. Remove the floss the same way.

#31 - Hurrah - we can now see her teeth!!!

#32 - Dirty Mary, Greasy Gary and Crudy Tooth Teri are no longer dirty, greasy, or crudy - THEY LOOK THEIR BEST.

LOOK YOUR BEST

TEST

1. Define first impression.

2. Place an X beside the correct products for bathing.

    _____ deodorant soap
    _____ Tide
    _____ hand soap
    _____ wash cloth
    _____ bath towel
    _________ lotion
    _________ vegetable brush
    _________ bubble bath
    _________ chore girl
    _________ rubber scraper

3. Demonstrate proper hand care procedures.

4. List the steps in washing one's hair.

    1.
    2.
    3.
    4.
    5.
    6.
    7.
    8.
    9.

5. List the steps in brushing and flossing teeth.

    1.
    2.
    3.
    4.
    5.

6. Demonstrate the procedure for proper dental care.

7. Write a paragraph on the importance on hanging up one's clothes.

3. List 3 reasons why it is necessary for family members to place dirty clothes in the laundry bag or hamper.

    1.
    2.
    3.

LOOK YOUR BEST

ANSWERS TO TEST

1. First impressions are the ideas you form when you first see a person.

2. __X__ deodorant soap
   _____ Tide
   _____ hand soap
   __X__ wash cloth
   __X__ bath towel
   __X__ lotion
   _____ vegetable brush
   __X__ bubble bath
   _____ chore girl
   _____ rubber scraper

3. Evaluated to the satisfaction of the instructor.

4. 1. Brush hair
   2. Wet hair thoroughly with warm water
   3. Apply shampoo according to directions
   4. Lather and massage gently using finger tips, not nails
   5. Rinse well with warm water, until all soap is gone.
   6. Apply cream rinse according to directions.
   7. Completely rinse out all cream rinse, with the final rinse being cold water.
   8. Towel dry by blotting, not rubbing to prevent tangling.
   9. Style and/or set.

5. 1. Apply moderate amounts of toothpaste to the tooth brush.
   2. Brush upper teeth with a downward motion and lower teeth with an upper motion.
   3. Continue brushing for two minutes.
   4. Rinse mouth and tooth brush with water very well.
   5. Replace tooth brush to holder and replace the toothpaste lid.

6. Evaluated to the satisfaction of the instructor.

7. Evaluated to the satisfaction of the instructor.

8. 1. Longer clothes life.
   2. Less work for whoever does the laundry.
   3. Keeps room and closet more attractive.

9. 1. Daily
   2. Weekly
   3. Seasonally

HOUSING -- YOUR OWN ROOM

LEVEL I

UNIT OBJECTIVES

After completion of this unit, the student should be able to describe storage spaces within their room, create a storage container and a decorative article for their room. This knowledge will be evidenced through completion of activities and by scoring 85% on a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Explain how personal items can best be stored in one's room.
2. Create a storage container.
3. Create a decorative article for their room.

HOUSING -- YOUR OWN ROOM

SUGGESTED ACTIVITIES

1. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information, assignments and job sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Direct students through the different assignments, being flexible to allow for various answers which might be given by the students.

   F. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet and complete each assignment sheet.

   C. Complete assignment and job sheets.

   D. Take test.

HOUSING -- YOUR OWN ROOM

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Transparency masters (optional)
  Source - Proctor and Gamble
- D. Assignment sheet
  1. Storage space
  2. Decoupage
  3. What is it?
- E. Job sheet
  1. Creating a storage project - Select from:
     - a. Under-bed box
     - b. Closet bag
     - c. Catch-it board
     - d. Desk organizer
  2. Decoupage
  3. Macrame
- F. Test
- G. Answers to assignment sheet

References:

Personal Care, Proctor & Gamble Educational Series.

Any craft pamphlets that give detailed directions for projects recommended.

HOUSING - YOUR OWN ROOM

INFORMATION SHEET

1. Personal items of clothing, hobbies, keepsakes, games may need to be stored in your room.

Some sample items	Possible way to store
Clothes	Hangers Drawers Boxes
Shoes	Floor Boxes
Games	Shelf Box Chest Dresser
Sports equipment	Box Chest Closet Dresser

II. Creating storage containers

- A. Purpose of storage containers
    1. Organize your room
    2. Makes your room attractive
- B. Suggested storage projects
    1. 31-flavor trash can
    2. Cigar jewelry box
    3. Storage box from oatmeal container
    4. Covered coffee, fruit, juice cans

HOUSING - YOUR OWN ROOM

INFORMATION SHEET

III. Creating decorative article for your home

A. Decoupage

1. Terms

a. Sand paper - rough paper used to smooth surfaces of wood products

b. Stain - a dye used in staining or coloring wood

c. Mod podge - white finish that drys clear used to seal the picture and the board

d. Wood grain - noticeable lines on the wood

B. Macrame

HOUSING -- YOUR OWN ROOM

ASSIGNMENT SHEET 1

List the personal items you need to store in your room	What is the best method of storing these items?

Use the back side if you need to.

HOUSING -- YOUR OWN ROOM

ASSIGNMENT SHEET 2 - DECOUPAGE

How well do you know your decoupage terms? To test your knowledge of these terms, write the answers in the spaces provided. Then cross out all the letters you used in the box below. If you do it correctly, the remaining letters will spell one word. Unscramble this word.

1. Rough paper used to smooth surface of wood products. ____________ ________________

2. Dyes used in staining or coloring wood. _______________

3. White finish that dries clear used to seal the picture on the board. ______________ ______________ ___.

4. Noticeable lines on the wood. ________________ ________________

D	W	E	O	O	U	D	R
G	E	R	C	A	O	I	N
M	P	S	O	T	D	P	G
O	G	D	A	A	I	N	E
S	A	N	D	P	A	P	E

Unscramble the word:

_____ ____ _____ _____ ____ ____ _____ _____ _____

HOUSING -- YOUR OWN ROOM

ASSIGNMENT SHEET 3 - MACRAME

Find the following words in the puzzle. The words are found up and down, backwards and diagonally.

Yarn	Working cords	Half knot
Scissors	Knotting cord	Macrame
Ruler	Lark's head	
Holding cord	Square knot	

		s				l	a	r	k	s	h	e	a	d												
		q																								
		u																							s	
		a																						c		
		r						s	d	r	c	g	q	n	i	k	r	o	w				i			
		e																				s				
		k																			s					
		n				k	n	o	t	t	i	n	g	c	o	r	d			o						
		o																	[illegible]							
		t										e						s								
				n							m													t		
				r						a			h	o	l	d	i	n	g	c	o	r	d	o		
				a					r															n		
				y				c																k		
							a																	f		
						m																		l		
																								a		
																								h		

HOUSING -- YOUR OWN ROOM

ASSIGNMENT SHEET 4 - WHAT IS IT?

There is something that you can do that has very interesting history and interesting characteristics. Give yourself a score of 100 if you can identify it in this first clue. Subtract 10 points for each clue after that which you need in order to identify it.

1. It is said to have started in Arabia during the 13th century.
2. The Spaniards learned it from the Moors and spread it to southern Europe as early as the 14th centruy.
3. Its use is documented in a painting in a cathedral in Spain
4. It was introduced into England in the late 1600's by Queen Mary, wife of William of Orange.
5. It was popular with 19th century sailors who spent long hours trying to pass the time.
6. It is a great pasttime.
7. Pretty pieces can be made that will give pleasure in the making and in using as well.
8. If you can tie your shoe laces, you can do it.
9. Boys and girls learn how in scouts.
10. Only two basic knots are involved.

What is it? Macrame.

Note to teacher: Fun exercise to introduce macrame unit.

HOUSING - YOUR OWN ROOM

JOB SHEET 1 - DECOUPAGE

1. Materials and equipment needed

Sand paper
Stain
Rags
Rubber gloves
Paint brushes
Newspaper
Mod podge
Picture to be decoupaged
Item to be decoupaged (Box, trays, furniture, scraps of wood)

II. Procedure

A. Sand the scrap of lumber or other item 'til it is very smooth. Remember to sand the edges and sand in only 1 direction. Wipe off saw dust when finished.

B. Put on rubber gloves. Fold rag into a square about 4" big. Pour a small amount of stain onto the board. Spread around carefully until all of the board is colored. Let the stain set 3 minutes; then carefully wipe off any left over.

C. Trim your picture to the size needed.

D. Use a clean paint brush and put 1 coat of modge podge over the entire board. Do not be wasteful or sloppy! Put a light coat of modge podge on the wrong side of the picture. Put the picture on the board. Smooth the picture with your fingers.

E. Put another coat of modge over the whole board. Watch for runs or drips and wipe them off immediately.

HOUSING -- YOUR OWN ROOM

JOB SHEET 1 - CREATING STORAGE

Students can choose any of the following:

A. Under-bed box

Supplies

Sturdy, shallow box (boot box best)
Elmer's Glue
Magazine pictures trimmed

1. Cut out pictures you would like to express your personality
2. Completely cover backside of each picture with glue; press securely onto top and sides of box, overlap pictures slightly to give collage effect.
3. Let dry
4. Smear glue over entire top and sides of box-top.
5. Let dry
6. The glue gives decoupage effect and lengthens the life of the box.

Uses of box: Under bed to store favorite magazines, books, out-of-season clothing

B. Closet bag

Supplies

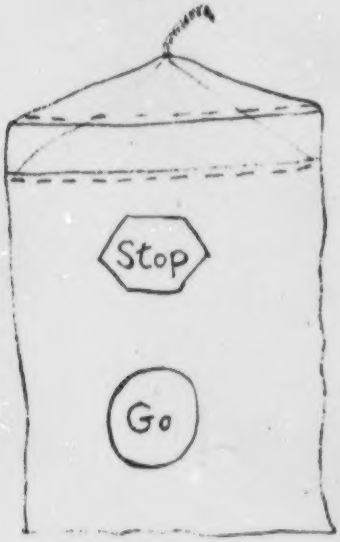
1 pillow case
2 coat hangers
glue
yarn
fabric scraps
masking tape
pin

1. Tape tops of coat hangers securely together from neck to curved top
2. Bend coat hangers out to the side, opposite each other or away from each other

HOUSING -- YOUR OWN ROOM

JOB SHEET 1 -- CREATING STORAGE

3. Cover neck and curve of coat hanger by laying yarn in a coil effect, being careful to keep yarn touching each previous coil, glue. (It could also be finger crocheted.)
4. Open pillow case, fold top edge down 1/2" at the open end over hanger bar
5. Stitch each side with yarn
6. Decorate one or both sides with scraps of fabric making a design



Use: Hang on closet door or inside closet to collect dirty clothes, to hold balls, tennis, etc.

HOUSING -- YOUR OWN ROOM

JOB SHEET 1C - CATCH IT BOARD

Supplies:

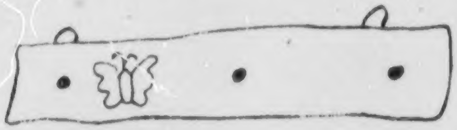
Scrap of wood approximately 6" x 18"
Felt
Glue
3 Long nails - approximately 3" long
Tack nails
2 Pop tops from some canned cold drinks
Hammer

1. Cover wood with felt, by gluing or nailing on with tack nails.

2. Make a design on one side by gluing cutouts of feet or fabric.

3. Hammer the 3 large nails on the design side, far enough into the wood to be sturdy.

4. Tack pop taps on back side to hang up on wall.



Design of butterfly

Uses: Hang belts, sweaters, coats scissors, etc.

HOUSING -- YOUR OWN ROOM

JOB SHEET ID - DESK ORGANIZERS

Supplies:

2 Bouillon cube plastic jars
2 Campbell soup cans
1 #303 can
Tack nails
Scrap of wood, 1/8" inch
Scraps of felt, burlap or heavy fabric
Elmer's Glue

1. Decorate each can with fabric glue
2. Arrange cans and plastic jars on wood touching one another
3. Glue down plastic jars
4. Tack down cans from back side

Uses: Organize and hold scissors, pencils, pens.

HOUSING -- YOUR ROOM

JOB SHEET 2 -- MACRAME

I. Materials and equipment needed:

   A. Yarn
   B. Scissors
   C. Ruler
   D. 3 Inch ring

II. Suggested activities are:

   Pot holder, key rings

Note to Teacher: Any craft pamphlets that give detailed directions for projects are recommended.

HOUSING -- YOUR ROOM

TEST

1. List five (5) items to store in your room and describe how you would store item

    1.

    2.

    3.

    4.

    5.

2. Complete the storage container.

3. Complete decorative article for your room.

Answer according to what was taught.

HOUSING -- YOUR OWN ROOM

ANSWERS

1. Sand paper
2. Stain
3. Mod podge
4. Grain

~~D~~	~~W~~	E	~~O~~	~~O~~	U	~~D~~	~~R~~
G	E	~~R~~	C	A	~~O~~	~~T~~	~~N~~
~~M~~	P	~~S~~	O	T	~~D~~	~~P~~	~~O~~
~~O~~	~~G~~	D	A	A	~~I~~	~~N~~	~~E~~
~~S~~	~~A~~	~~N~~	~~D~~	R	~~A~~	~~P~~	~~E~~

D E C O U P A G E

FOODS AND NUTRITION

LEVEL I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to classify foods by placing foods in basic groups and matching foods to their functions of energy, growth and appearance, and to prepare nutritious snacks. The student should be able to use the oven, broiler, range top, and blender with safe and correct procedures. The student should be able to identify and practice safety and sanitation in the kitchen. The student should be able to prepare foods using a recipe that includes measuring, terms, abbreviations, equivalents, and serve the food to his classmates. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Classify foods by placing them into similar food groups.
2. Match foods with function of energy, growth, and appearance.
3. Identify safety and sanitary practices in the kitchen puzzle or slide.

*4. Demonstrate ability to use the oven.

5. Demonstrate ability to use the broiler.
6. Demonstrate ability to use the range top.
7. Demonstrate ability to use the blender.
8. State the rules for measuring liquids and solids.
9. Match terms used in recipes.
10. Identify tasks to be performed in laboratory lesson.
11. Write the abbreviations for terms in a given recipe.
12. Prepare foods for a given recipe. See specific job sheets.

* Job sheets should be selected to meet each of these.

FOODS AND NUTRITION

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide student with objective sheet.

  B. Provide student with information assignment and job sheets.

  C. Prepare materials for bulletin boards.

  D. Prepare pre-post test.

  E. Demonstrate new techniques.

  F. Give tests. See special instructions for instructors.

II. Students:

  A. Read objective sheet - (Recommended only those related to today's lesson.)

  B. Study information sheet.

  C. Participate in class activety.

  D. Complete assignment sheets.

  E. Complete job sheets.

FOODS AND NUTRITION

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Transparencies
  - 1. Measuring
  - 2. Safety posters
- D. Assignment sheets
  - 1. Assignment sheet 1 - Bulletin board - "Treasure Chest"
  - 2. Assignment sheet 2 - "Guide to Good Eating" word scramble
3 - "Go, Grow, Glow"
  - 3. Assignment sheet 4 - "Spot the Safety Hazard"
5 - Role-playing situation cards
  - 4. Assignment shett 6 - "Seek and Find" - Cooking wims
7 - Laboratory evaluation
  - 5. Assignment sheet 8 - Clown study sheet "A Guide to Good Eating"
- E. Job sheet
  - 1. Mini Pizzas
  - 2. Brownie mix
  - 3. Nachos
  - 4. Apple rings - cinnamon toast
  - 5. Rice Krispie marshmallow
  - 6. Pop cornballs - honey
  - 7. Pop cornballs - marshmallow

8. French toast
9. Instant hot chocolate mix
10. Purple Cow

F. Test

G. Answers to assignment sheets 2, 4, 6, 8

H. Answer to test

II. References

A. Fleck, Henrietta, Louise Fernandez, and Elizabeth Munves. EXPLORING HOME AND FAMILY LIVING. New Jersey: Prentice-Hall, Inc., 1959.

B. Reiff, Florence M., STEPS IN HOME LIVING. Peoria, Ill.: Chas. A. Bennet Co., Inc., 1971.

C. ILLINOIS TEACHER. Vol. XIX, No. 4 March/April 1976.

D. ILLINOIS TEACHER. Vol. XIV, No. 1 Sept./Oct. 1970.

FOODS AND NUTRITION

INFORMATION SHEET

I. Grouping similar foods

   A. Foods can be classified into five food groups:

      1. Milk products are grouped together.
      2. Beef, pork, fowl and fish are grouped together.
      3. Fruits and vegetables are grouped together.
      4. All grains belong in the same food group.
      5. All foods that do not belong in the above food groups are placed in the "other" food group.

II. Each food group is needed by the body.

   A. Milk is needed for growth, energy, and appearance and health.

   B. Meat is needed for growth, energy, appearance and health.

   C. Fruits and vegetables are needed for appearance and health.

   D. Grains are needed for energy, appearance and health.

   E. Other foods are needed for energy and fat.

III. Safety and sanitary practices:

   A. Safety practices are very important in the kitchen.

   B. 1. Hotpads should be used.
      2. Pot handles should be turned in.
      3. Burners should be turned off when they are not being used.
      4. Electrical cords should be kept out of the way.
      5. Sharp knives should be handled carefully.
      6. Spills should be cleaned up immediately.
      7. Correct temperature should be used.
      8. Keep the range top clean.

FOODS AND NUTRITION

INFORMATION SHEET

IX. Recipe terms, abbreviations and equivalents:

- A. There are special cooking words used in recipes.
    1. Bake - to cook in oven.
    2. Broil - to cook over coals or under heat in broiler.
    3. Boil - to cook until liquid is so hot it bubbles hard.
    4. Siir - to mix around and around with a fork or spoon.
    5. Beat - to make mixture smooth by mixing fast with beater or spoon.
    6. Mix - to stir foods together.
    7. Fry - to cook in hot fat.
    8. Grease - to rub pan surface with fat to prevent sticking.
    9. Melt - to make liquid by heating.
    10. Grate - to rub food such as carrots or cheese, on a grater.
- B. Abbreviations are used in recipes.
    1. Tablespoon = T.
    2. Teaspoon = t.
    3. Cup = c.
    4. Quart = qt.
    5. Pint = pt.
- C. Equivalents are needed to increase or decrease recipes.
    1. 3t. = 1T.
    2. 16T. = 1c.
    3. 2c. = 1pt.
    4. 2pt. = 1qt.
    5. 8oz. = 1c.

FOODS AND NUTRITION

INFORMATION SHEET

9. Keep doors and drawers closed.

10. Walk -- do not run in the kitchen.

B. Sanitary practices are important in the kitchen -

1. Hands should be washed before cooking.

2 Hair should be kept away from the food.

3. Wash hands after blowing nose, sneezing and coughing.

4. Spills should be wiped up with mops, not dish towels.

5. Each time you taste, use a clean spoon.

IV. The oven can be used to make simple snacks such as cinnamon critters, mini-pizzas, cheese toast, and apple rings.

V. The broiler can be used to make simple snacks such as cinammon toast and cheese toast.

VI. The range top can be used to make simple snacks such as hot chocolate, popcorn balls, and rice Krispie Marshmellow Treats.

VII. The blender can be used to make simple snacks such as orange julius and a fruit drink.

VIII. Measuring liquids and solids:

A. Liquids are measured in a liquid measuring cup.

B. Solid ingredients are measured in special ways.

1. Solids should be packed so there won't be any air left in the measuring cup or spoon, then leveled off with a spatula.

2. Brown sugar should be packed down and leveled off with a spatula.

3. Dry ingredients such as granulated sugar and flour, should be placed into a cup or spoon to overflowing and leveled off with a spatula. Do not pack the ingredients.

FOEDS AND NUTRITION

INFORMATION SHEET

X. Tasks to be performed in the laboratory.

   A. Assemble equipment and ingredients before preparing food.

   B. Prepare food

   C. Set table

   D. Wash, dry and put away dishes.

   E. Complete kitchen clean-up.

XI. Various table settings can be used for snack foods.

XII. Nutritious snacks can be made from each group of the "Guide to Good Eating."

FOODS AND NUTRITION

SPECIAL INSTRUCTIONS TO TEACHER

1. Assignment sheet 1 - Teacher should have "Treasure Chest" placed on bulletin board. Teacher gives student pictures of food to classify in the treasure chest according to similar food groups.

2. Assignment sheet 3 - Student will write the names of food on the Snoopy character that represents energy (GO), growth (GROW), appearance (GLOW).

3. Assignment sheet 4 - May be used as a transparency with students writing the hazards on separate paper; or may be ditto and students may individually spot the hazards.

4. Assignment sheet 5 - May be handed out at the door or in envelopes and handed out during class and students may add other situations.

5. Job sheets - Sheets are to be used at teacher's discretion.

6. Assignment sheet 7 - Student evaluation sheet may be used by students or teacher. Student and teacher could develop an evaluation sheet together for use for laboratory experience.

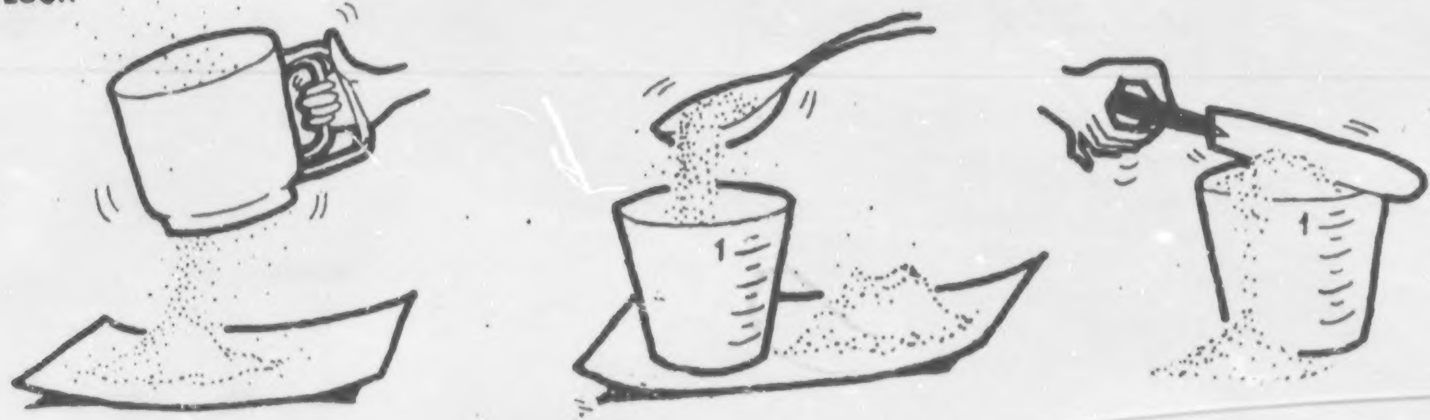
7. All recipes are found in the Job sheets 1-10 and are repeated for assignment sheet numbers 12, 13, 14 and 15.

8. Assignment sheet 8 - May be used as an evaluation technique for classigying nutritious snacks.

9. Test may be used as a means of per evaluation to determine what students need.

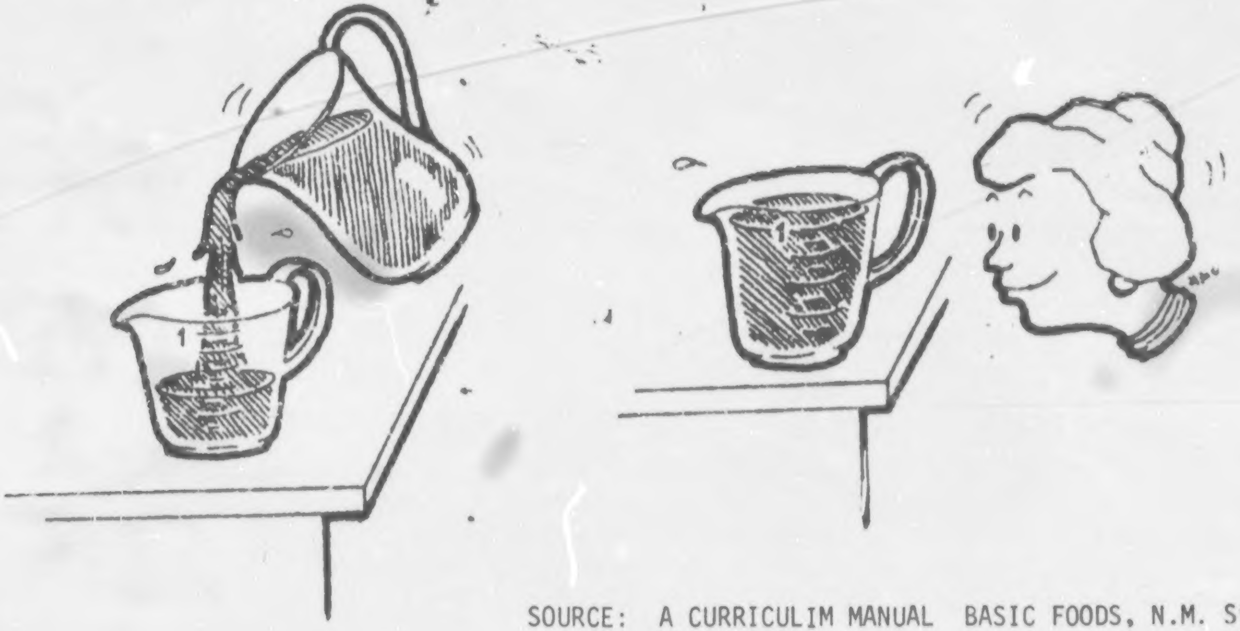
Measuring

SIFTED FLOUR



FN I 10

LIQUIDS



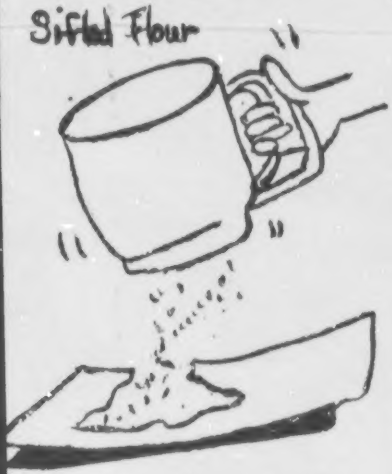
SOURCE: A CURRICULIM MANUAL BASIC FOODS, N.M. State Deoartment of Education

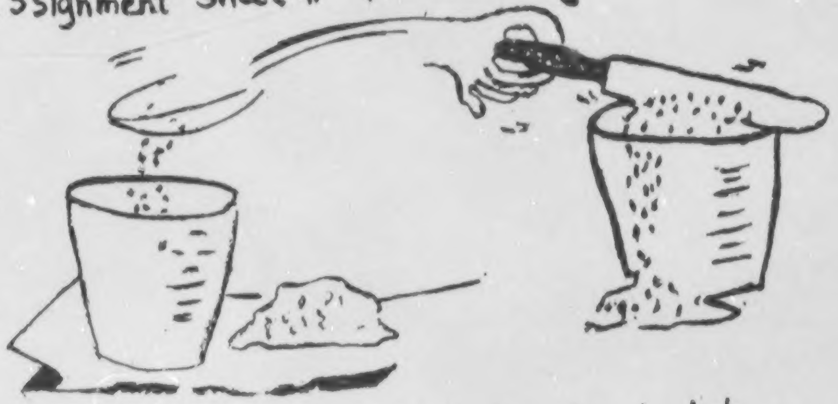
Foods and Nutrition

Assignment Sheet # 9- Measuring

Measuring

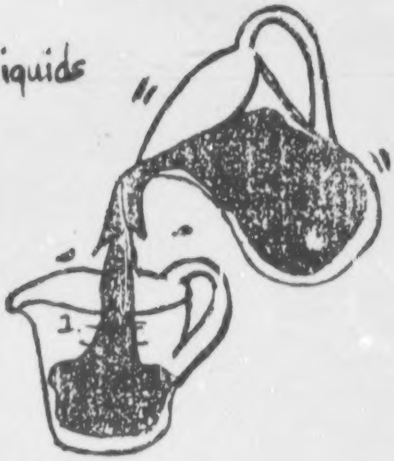
Sifted Flour

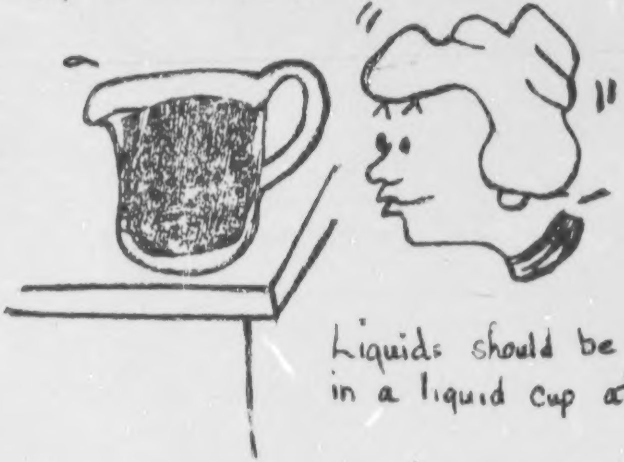




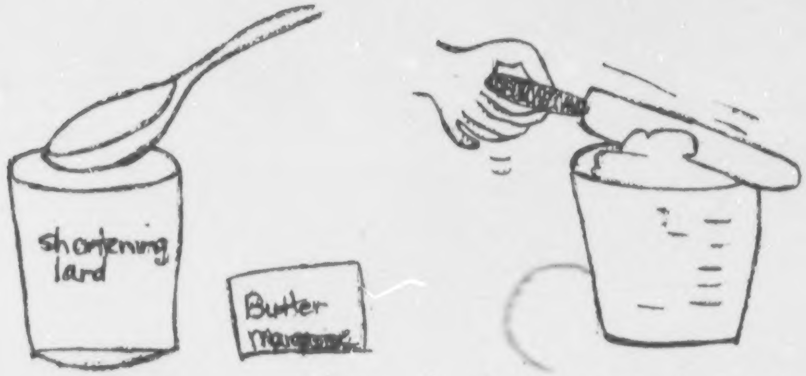
Dry ingredients should be placed into cup to overflowing and leveled off. Do not pack.

Liquids

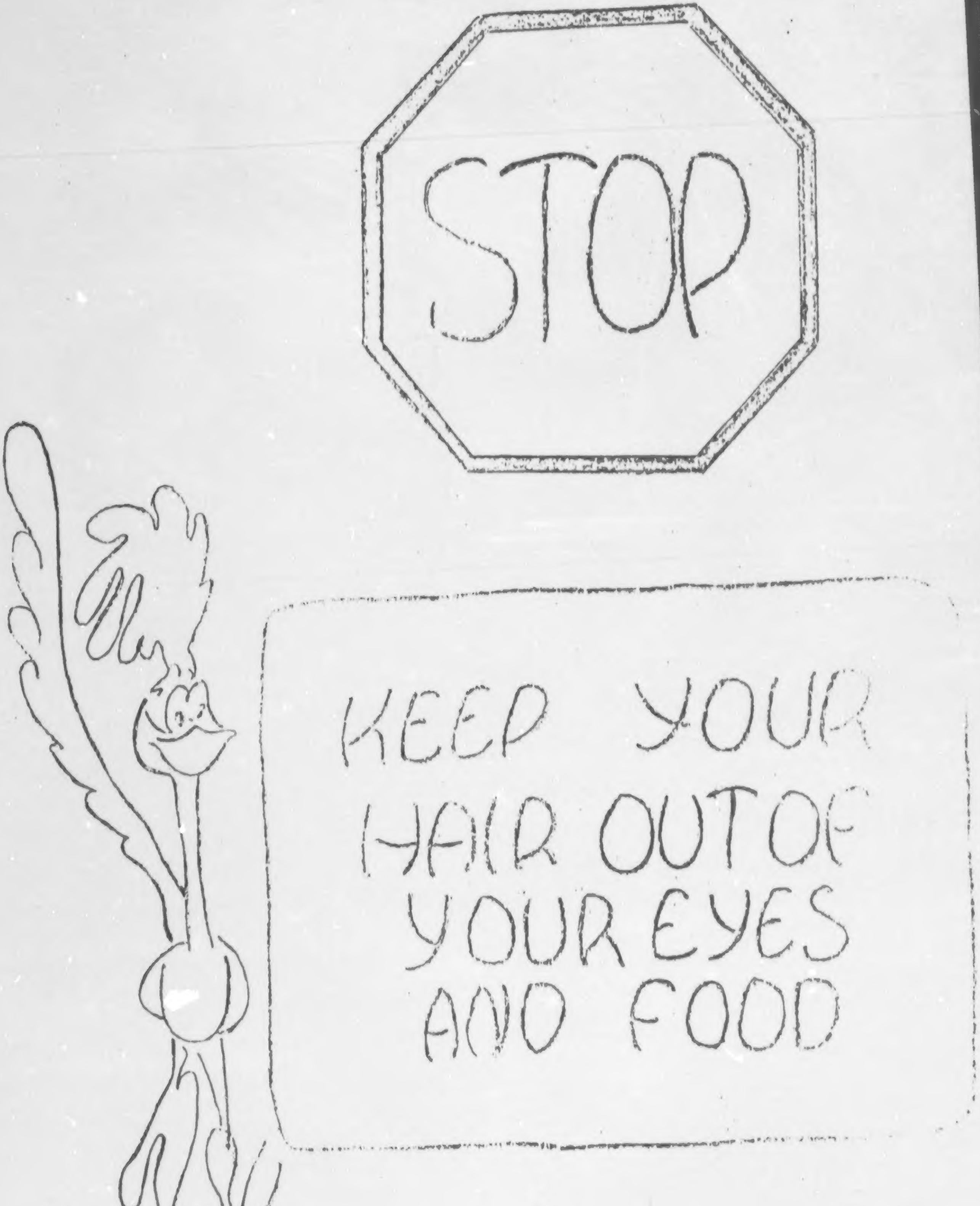


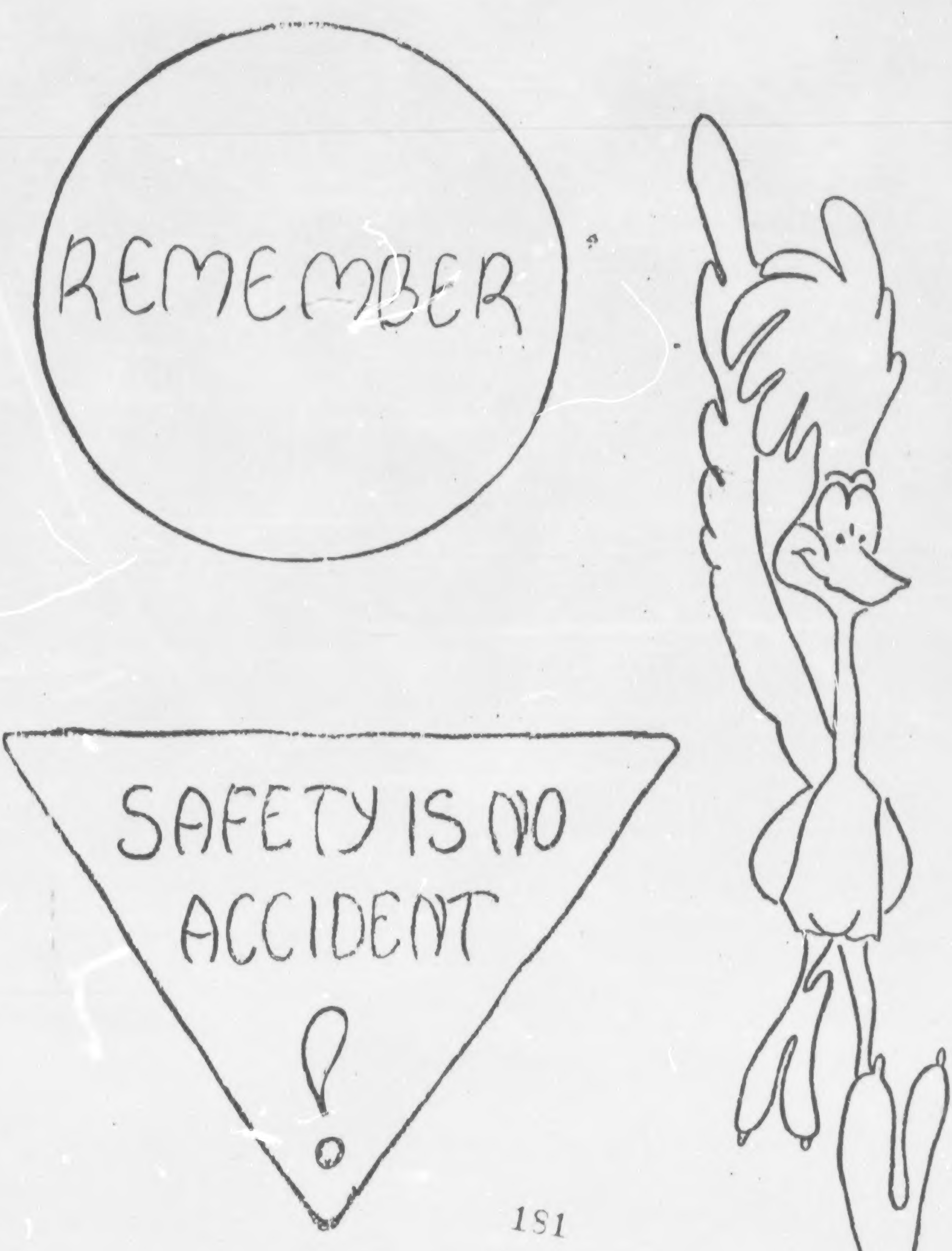


Liquids should be measured in a liquid cup at eye level

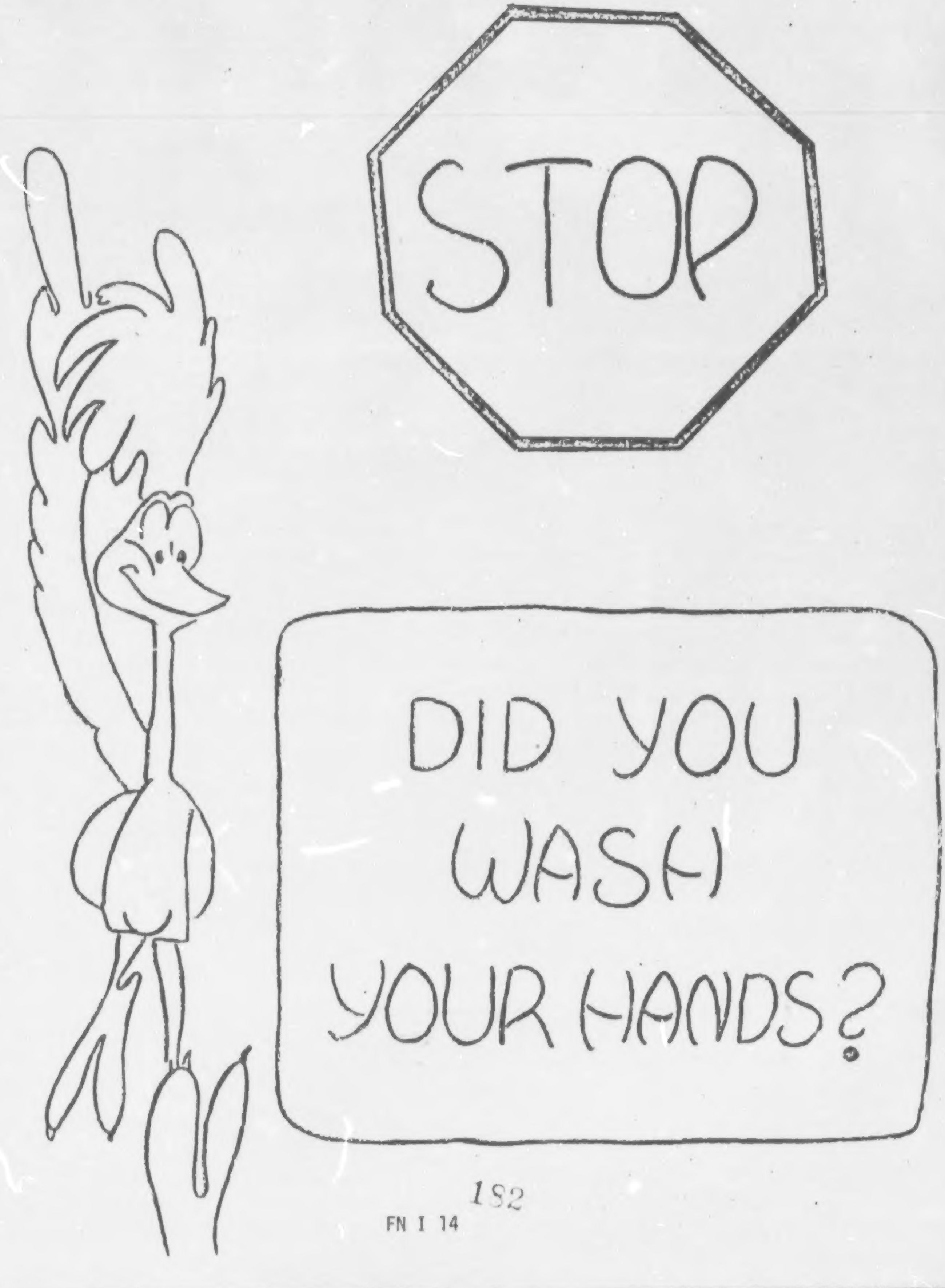


Solids should be packed so there won't be any air left in the measuring cup. Level with a spatula.

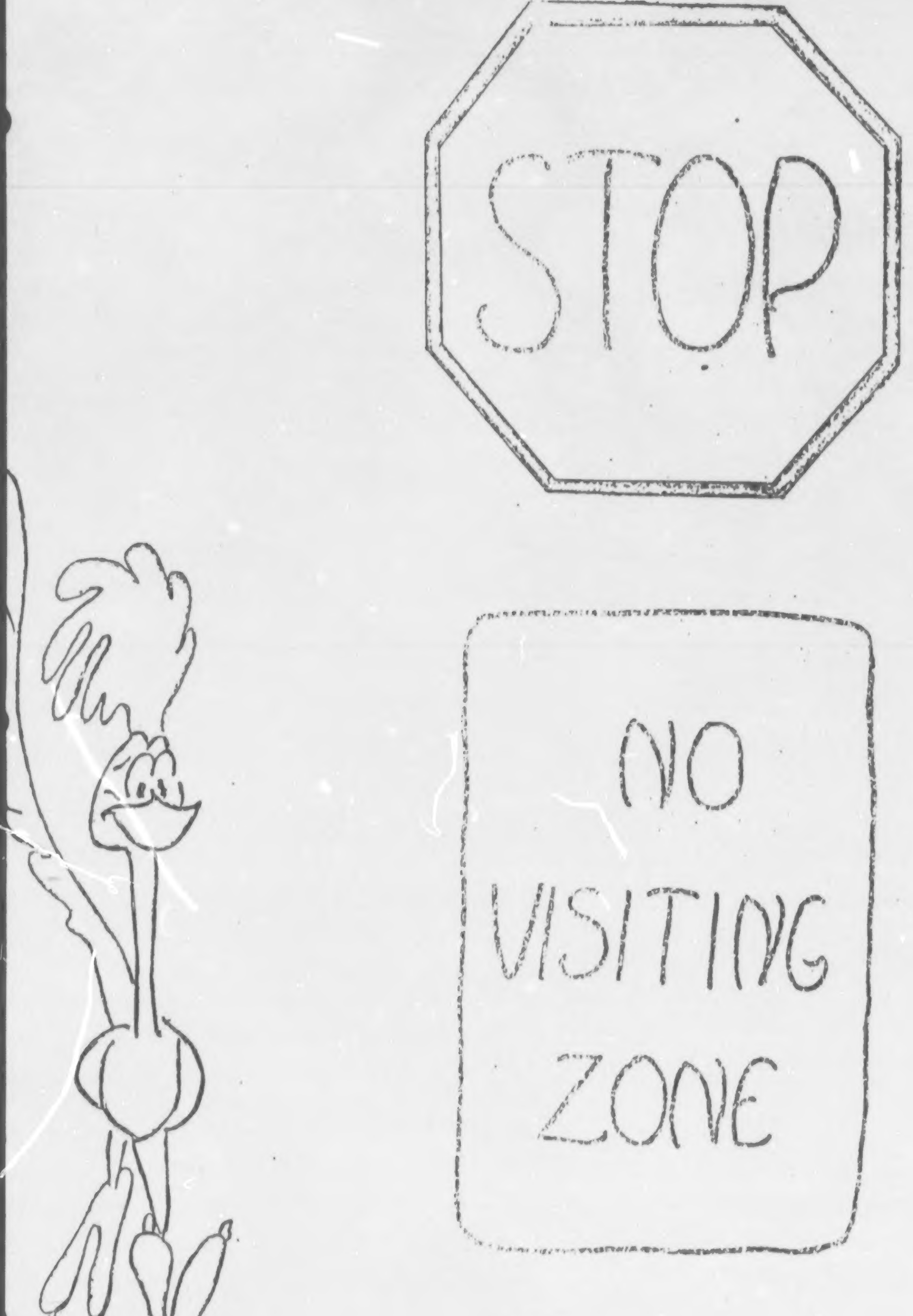

STOP
KEEP YOUR HAIR OUT OF YOUR EYES AND FOOD

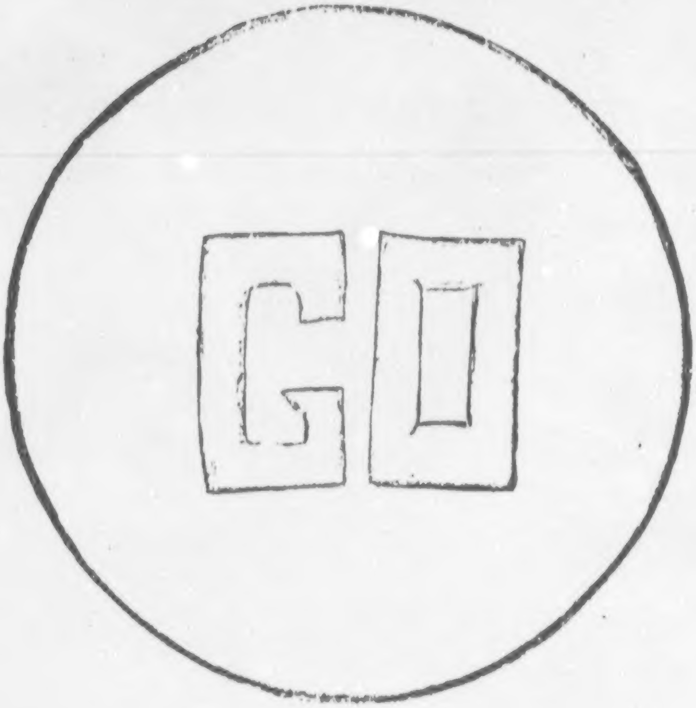

REMEMBER
SAFETY IS NO ACCIDENT
!

TM 5


STOP
DID YOU WASH YOUR HANDS?

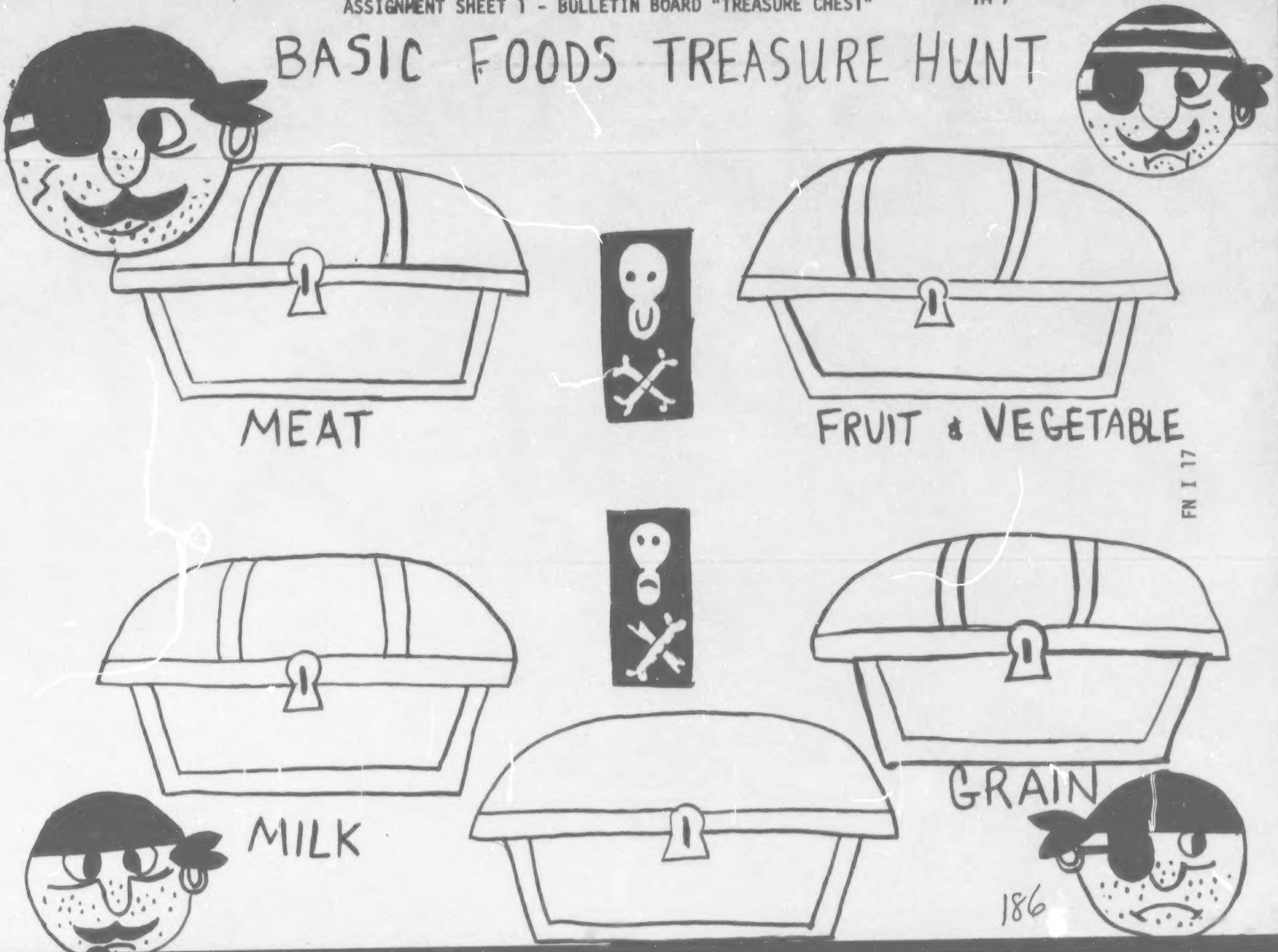
TM 5


STOP
NO VISITING ZONE



IN CASE
OF
FIRE
CALL
273-2894

BASIC FOODS TREASURE HUNT


MEAT
FRUIT & VEGETABLE
MILK
GRAIN

FN I 17

FOODS AND NUTRITION

ASSIGNMENT SHEET 2

A GUIDE TO GOOD EATING WORD SCRAMBLE

Directions: Each group of letters spells the name of a snack food when unscrambled. Write the name of the snack food and the food group to which it belongs.

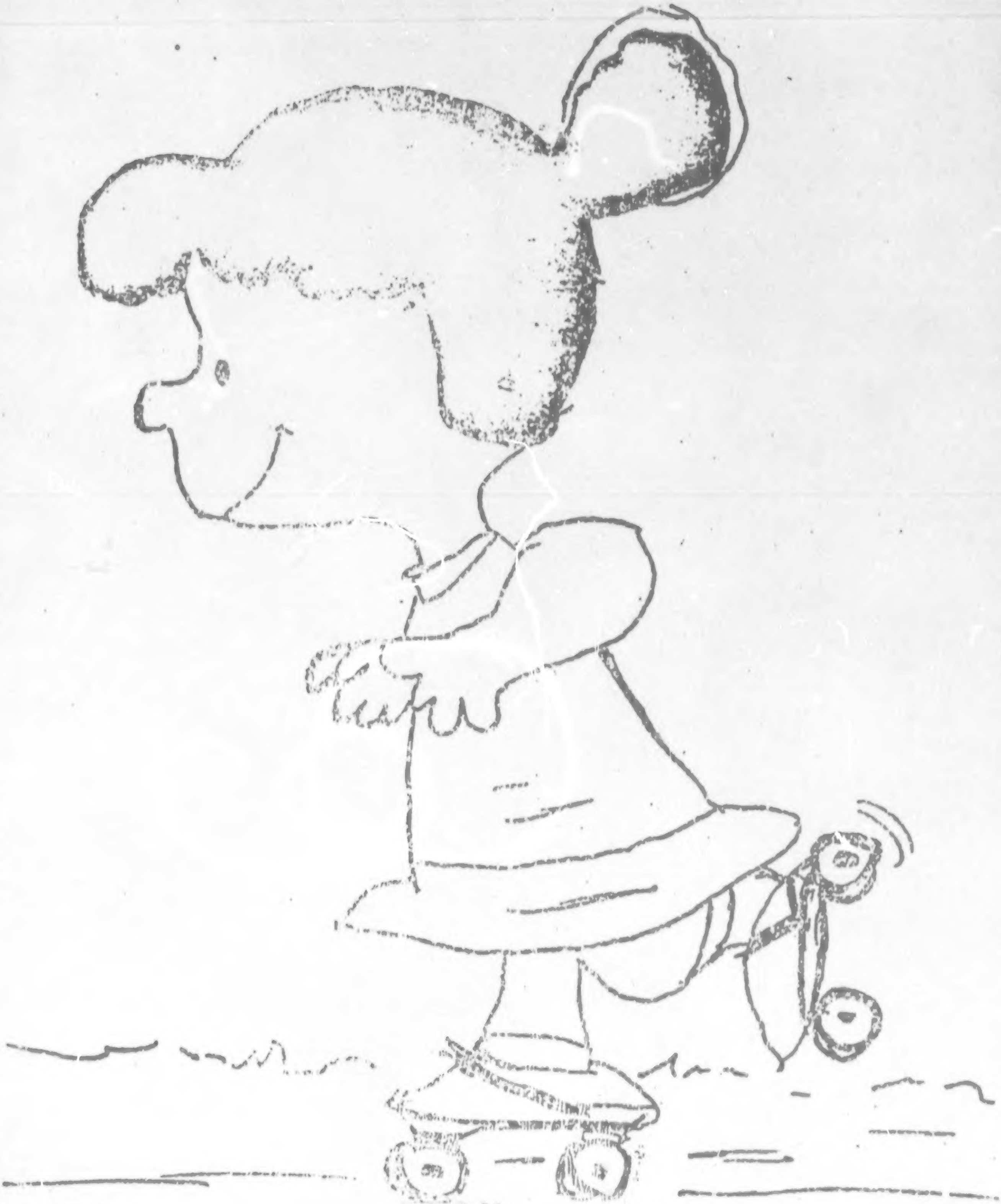
FOOD	FOOD GROUP
1. laerec	1.
2. llppae	2.
3. stnupae	3.
4. ylreec	4.
5. rrotca tickss	5.
6. gesnaro	6.
7. eadrb ttbuer	7.
8. ontusd	8.
9. koocsei	9.
10. ilkm	10.
11. moneleda	11.
12. eci mreac	12.
13. eesech	13
14. pcopron	14.
15. mrag ksrecarc	15.

THESE ARE THE SNACK FOODS YOU ARE TO LOOK FOR: -

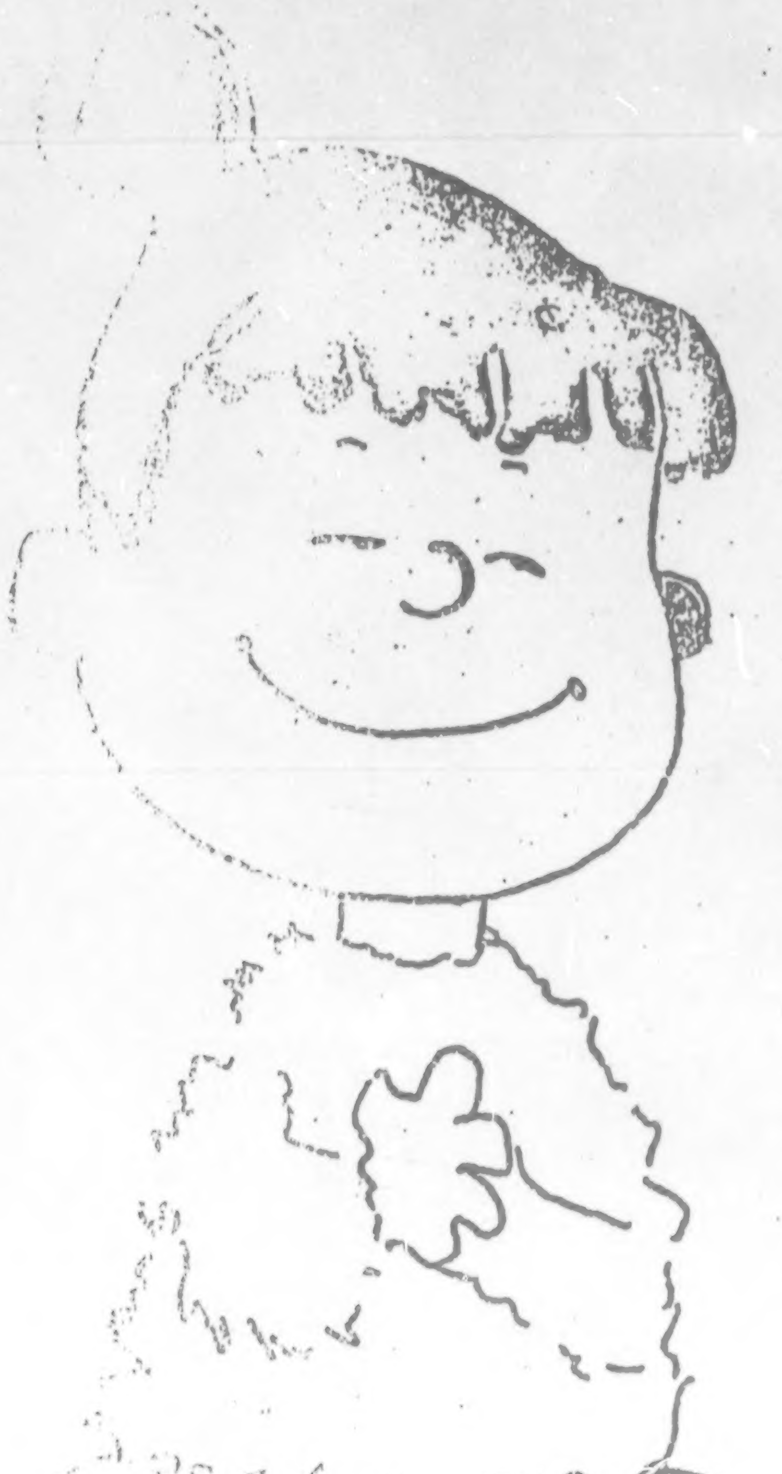
cereal
apple
peanuts
celery
carrot sticks
bread and butter
milk
popcorn
gram crackers
lemonade
cheese
donuts
oranges
ice cream
cookies

FOODS AND NUTRITION

ASSIGNMENT SHEET 3 SNOOPY CHARACTERS - "GO, GROW AND GLOW"

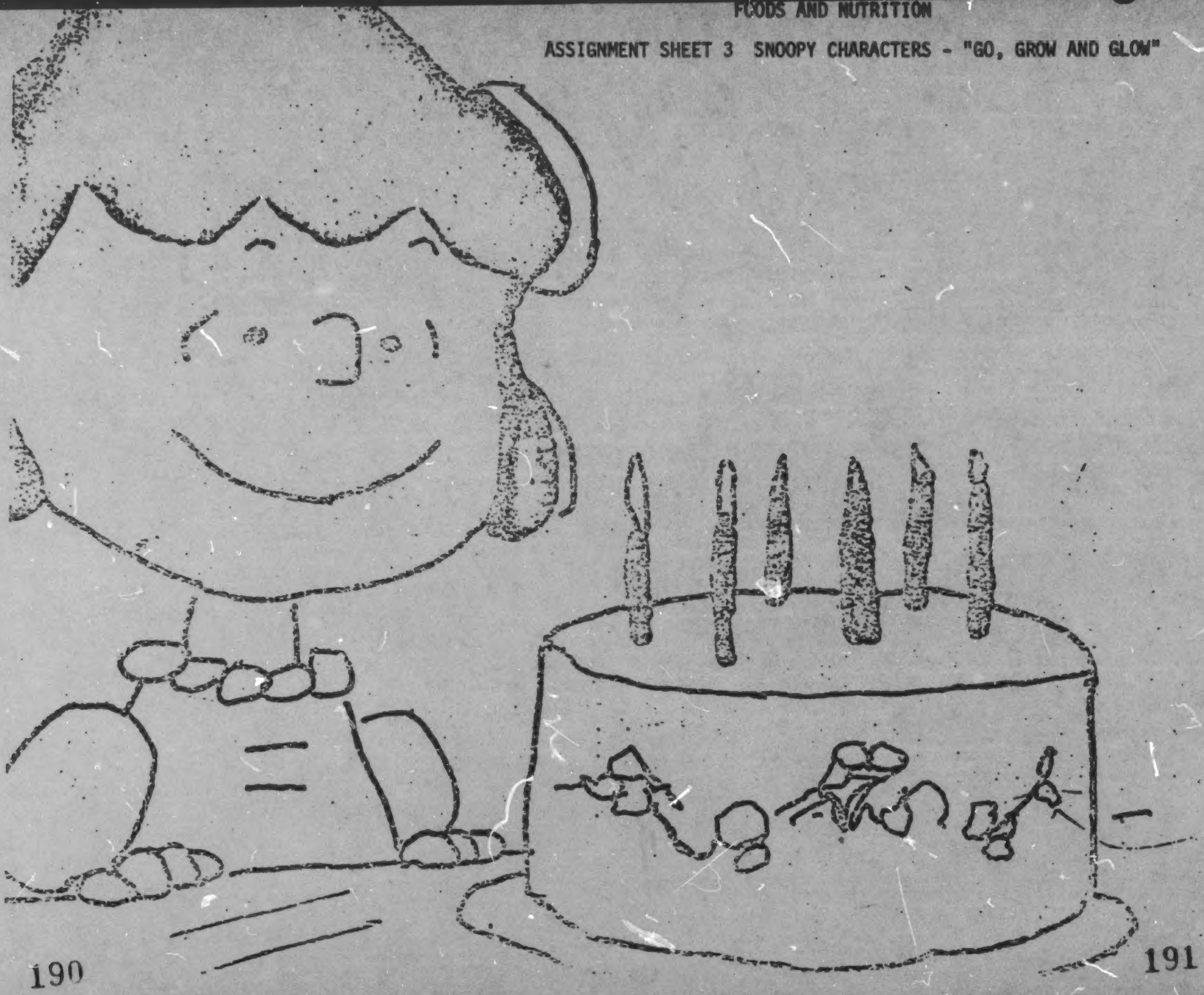


ASSIGNMENT SHEET 3 SNOOPY CHARACTERS - "GO, GROW AND GLOW"



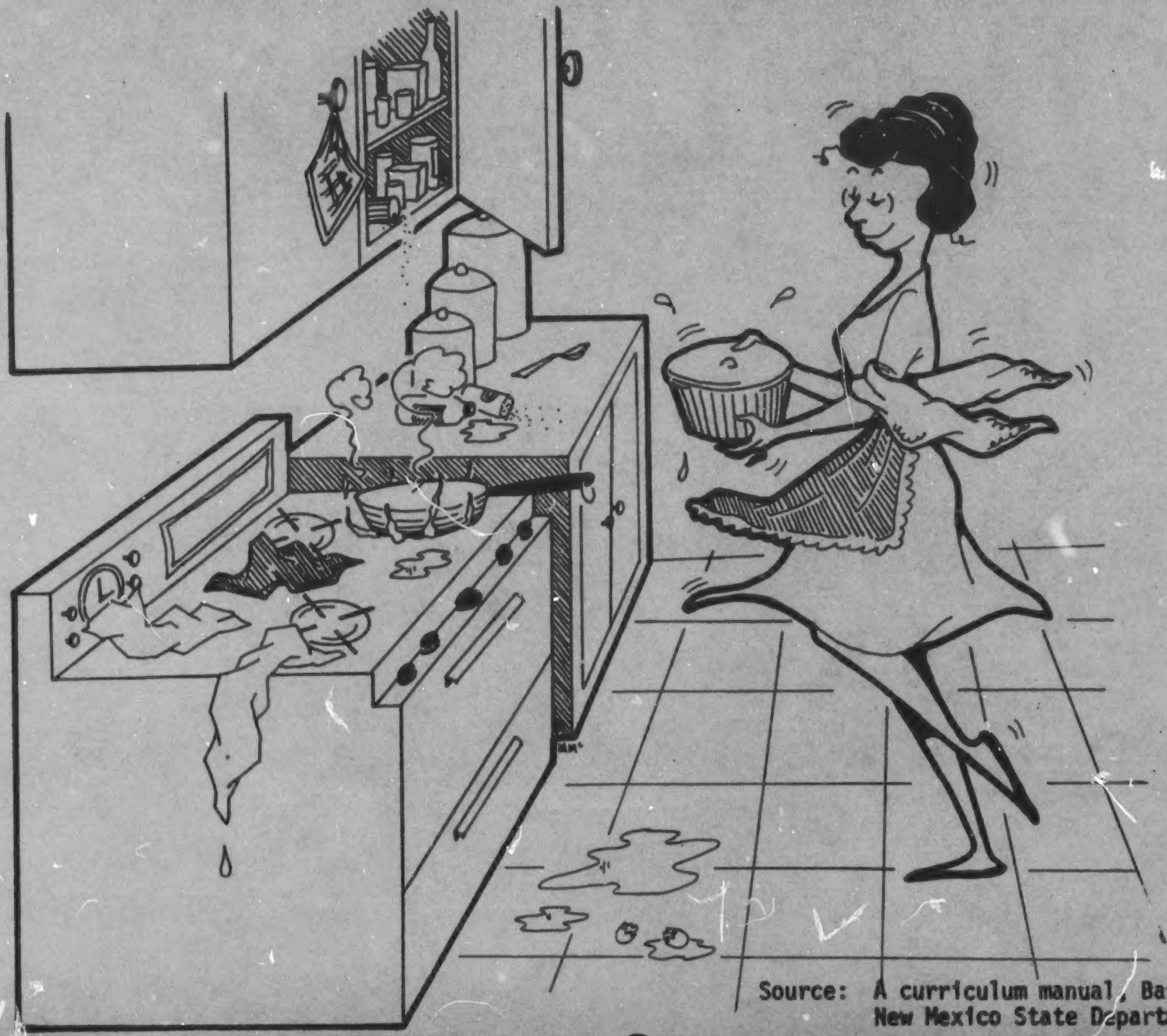
FN I-20

ASSIGNMENT SHEET 3 SNOOPY CHARACTERS - "GO, GROW AND GLOW"



ASSIGNMENT SHEET 4 - SAFETY HAZARDS

Spot the Safety Hazards



FN I 22

Source: A curriculum manual, Basic Food,
New Mexico State Department of Education

FOODS AND NUTRITION

ASSIGNMENT SHEET 5

"SITUATION CARDS FOR ROLE-PLAYING SANITARY PRACTICES"

SITUATION CARDS

ROLE-PLAYING SANITARY PRACTICES

1. Hands should be washed before cooking.
2. Hair should be kept away from food.
3. Wash hands after blowing nose, sneezing, or coughing
4. Spills should be wiped up with mops - not dish clothes.
5. Each time you taste, use a clean spoon.

FOOD AND NUTRITION

ASSIGNMENT SHEET 6

Cooking Terms and Abbreviations

SEEK AND FIND

DIRECTIONS: Find and circle these words in the puzzle:

Bake
Beat
Boil
Broil
Cup
Fry
Grate
Grease
Melt
Mix
Pint
Quar
Tablespoon
Teaspoon

A B N G T O V E B A
N O O P S E L B A T
T E A S P O O N K S
M E L T B O C K E T
A R M A I S Y T I R
B O I L D N E Y D A
O E X U G G H T Y U
G A A R U F R Y E Q
P I N T P E R C U P
G R A T E S A E R G
D O U G H L I O R B

FOODS AND NUTRITION

ASSIGNMENT SHEET 7 LABORATORY EVALUATION SHEET

SUGGESTED STUDENT EVALUATION SHEET

LABORATORY EXPERIENCE

1. List (3) three things we did well.

    1.

    2.

    3.

2. List (3) three ways that we need to improve (do things better.)

    1.

    2.

    3.

3. Did the food look good (appetizing?) ______________________________

4. Did the food taste good? ____

    If not, why not?

5.

5. Was the table set correctly? ______________________________

6. Did everyone practice table manners? ____________________________

FOODS AND NUTRITIONS

ASSIGNMENT SHEET 8 - FRENCH TOAST

5.

TABLE SETTING

#5. Makes hot cocoa, puts jelly, powdered sugar, in bowls

My # is ______________

My Job is ______________

____

FOOD AND NUTRITION

JOB SHEET 1 - MINI PIZZAS

Yield: 20 pizzas
Time: 10-12 mins.
Temperature: 475°

1 8 oz. can TOMATO SAUCE
1 t. Worchestershire sauce
1/4 t. garlic powder (or garlic salt)
1 t. oregano (or Italian seasoning)
1/2 c. cheese, grated
1/4 c. parmesan cheese
2 cans refrigerator biscuits.

1. Combine the tomato sauce, Worchestershire sauce, garlic powder and oregano.

2. Open biscuits and separate. Roll over each biscuit to about the size of a hamburger bun. Turn the edges up to make a crust.

3. Place a spoonful of the sauce mixture on each biscuit. Spread it to the edges of the biscuit.

4. Sprinkle the grated cheese on each pizza. Too each pizza with Parmesan cheese.

5. Bake at 375° for 10-12 minutes.

COOKING TERMS

EQUIPMENT UTENSILS

SAFETY RULES

FOODS AND NUTRITION

JOB SHEET 2

BROWNIE MIX

NAME ____________________

6 c. sifted flour
8 c. sugar
4 t. baking powder
1 T. + 1 t. salt
2 1/2 c. cocoa or Nestles Quick
2 c. shortening

1. Mix sugar, cocoa, flour b.p. and salt in large bowl or clean dish pan.
2. Using pastry blender, cut in shortening and mix well.
3. Store in air-tight container
4. Makes 18 c. of mix

Brownies from mix

2 eggs
2 c. mix
1 t. vanilla
1 c. chopped pecans (optional)
Powdered sugar

---

1. Grease and flour 8? x 8" square pan.
2. Preheat oven to 425^{0} F.
3. Mix ingredients until moistened.
4. Pour batter into prepared pan.
5. Bake 425^{0} for 15 minutes.
6. Cool slightly - sprinkle with powdered sugar. Makes 16 brownies.

COOKING TERMS

1. Bake
2. Grease & flour

EQUIPMENT & UTENSILS

1.

SUPPLIES

1. 2 mixes
2. 2 eggs
3. Shortening
4. Powdered sugar
5. Towels - dish rag
6. Napkins

SAFETY RULES

1. Use potholders

JOBS

#1 Wash dishes - makes Koolade in group of 4
#2 Mixes egg, vanilla and brownie mix in bowl.
#3 Drys dishes, (puts away) gets supplies from table.
#4 Sets table - serve food - puts powder sugar on brownies (greases, flours pan)
#5 Greases, flours pan, puts dishes away, makes koolade. in group of 4

FOODS AND NUTRITION

JOB SHEET 2

My # is ________________________________

My job is: ________________________________

FOODS AND NUTRITION

JOB SHEET 3 - NACHOS (INDIVIDUAL)

PERIOD ____________

NAMES OF STUDENTS IN YOUR GROUP

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

Time to clean
Time to serve
Time to finish ________________

NACHOS RECIPE

24 fired tortilla chips
1 small can green chili
1 c. grated cheese
1 c. refried beans

1. Spread refried beans on each fried tortilla chip and place on cookie sheet.
2. Spoon green chili on each chip.
3. Sprinkle cheese on each chip.
4. Place in 400° oven until cheese melts. Serve hot.

TORTILLA CHIPS
1. Cut six (6) corn tortillas into four (4) pieces.
2. Fry in cast iron skillet in about 1/2 inch oil.
3. Fry until golden brown and crisp. Drain on paper towels to get excess oil off fried chips.

WHO will do this task (job?)	TASK - What is to be done.
______________________	1. Get equipment
______________________	2. Get ingredients
______________________	3. Preheat oven 400°. Put oil in skillet, heat. PREPARE YOUR OWN NACHOS Take turns: Cut, fry, and drain your tortilla chips. Grate cheese. Do steps 1, 2, and 3 in nachos recipe. Put your nachos on a cookie sheet.
______________________	4. Place nachos in oven until cheese melts
______________________	5. Set table
______________________	6. Serve
______________________	7. Fix dishwater, drainer, and WASH DISHES
______________________	8. Dry dishes, hang up dish clothes
______________________	9. Put away dishes and equipment

FOODS AND NUTRITION

JOB SHEET 3 - NACHOS (INDIVIDUAL)

____________________ 10. Clean stove, table and counter top

____________________ 11. Clean floor, empty trash can

____________________ 12. Dry dish pan and drainer, put away, DRY SINK

____________________ 13. Ask teacher to check kitchen

GROUP WORK

Use back of paper:

1. Make a list of equipment needed.
2. Draw a table setting for the food being prepared.
3. What food groups are included in the nachos recipe?
4. What is the function of each food in the body?
5. List the terms used in this recipe.
6. List the abbreviations used in this recipe.

FOODS AND NUTRITION NAME ____________________

JOB SHEET 4 PERIOD ____________________

CO[illegible]HER APPLE RINGS & CONNAMON TOAST STICKS

APPLE RINGS

1 apple
2 T. cinnamon-sugar mixture

---

1. Wash apples, remove cores. Slice crosswise to form 4-5 rings.
2. Sprinkle cinnamon-sugar mixture on each ring.
3. Place on cookie sheet with cinnamon toast.
4. Broil 4 inches from heat. Aples are done when tender from a fork. Prick. (3 min.)

CINNAMON-TOAST STICKS

4-5 sl. bread
3 T. cinnamon mixture
2 T. margarine; melted

SAFETY RULE

1. Use pot holder

---

1. Spread butter on each slice of bread
2. Spoon cinnamon-sugar on bread using all of it.
3. Place on cookie sheet with apple rings.
4. Broil 4 inches from heat until mixture is bubly and brown (1-2 min.)

HOT COCOA (Instant)

4 c. boiling water.
3 T. cocoa per student

---

1. Boil water - put 3 T. cocoa mix in each cup.
2. With ladle pour hot water in each cup, stir until dissolved.

Supplies	Terms	Equipment	
	1. Broil	Cookie sheet	Pot holder
		1 egg skillet	Pastry brush
		2 cereal bowls	
		3 1/3 c. measuring cup	
		4 apple corer	
		5 paring knife-board	

JOB: Everyone makes own cinnamon toast.
Everyone puts sugar-cinnamon mix on sliced apples.

#1 Slices and cores apple - melts butter - pours boiling water in cup (Group of 4)
#2 Sets table, serves food - turns on.

FOODS AND NUTRITION NAME:______________

JOB SHEET 4 PERIOD:______________

GOPHER APPLE RINGS AND CINNAMON TOAST STICKS

#3. Wash dishes, boils water, turns boiler on.
#4. Dry dishes, puts away - gets supplies from table.
#5. Pours boiling water in cups - puts melted butter on bread.

My # is: ______________

My job is: ______________

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FOODS AND NUTRITION

JOB SHEET 5 PERIOD ______________

RICE KRISPIES MARSHMALLOW TREATS

NAMES OF STUDENTS IN YOUR GROUP
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

RECIPE

2 Tablespoons oleo margarine or butter
2 cups miniature marshmallows
2 1/2 cups rice krispies cereal

1. Melt butter, then marshmallows in top of double boiler. Remove from heat when melted.
2. Stir in cereal, put in buttered pan. Cool. Serve.

Who will do this duty?	DUTY - What is to be done
______________	1. Fill bottom of double boiler about 1/2 full, place on burner, bring water to boil.
______________	2. Measure and place oleo margarine in top of double boiler.
______________	3. Measure marshmallows and place in top of double boiler. Stir as they melt.
______________	4. Add peanut butter if desired. Sitr to blend.
______________	5. Measure rice krispies, stir in with mixture in top of the double boiler. (DO THIS ON WIRE RACK AT YOUR TABLE.)
______________	6. Butter the pan. Be sure to have this ready. Put mixture in the pan, cool. Clean while this cools.
______________	7. Soak the top of double boiler in hot water so it will wash easily.
______________	8. Fix dishwater and drainer. We wash dishes from right to left.
______________	9. Wash dishes.
______________	10. Dry dishes.
______________	11. Put away dishes and equipment.
______________	12. Clean stove.
______________	13. Clean table.
______________	14. Clean counter tops.

FOODS AND NUTRITION PERIOD ____________________

JOB SHEET 5

____________________ 15. Clean floor

____________________ 16. Divide your marshmallow treat evenly between the number of people in your group. Serve on paper napkins. Nobody eats until kitchens are clean and everyone is served.

____________________ 17. Empty the hot water from the botoom of the double boiler, drain. Watch this -- do not get burned.

____________________ 18. Wash, dry and put away pans.

____________________ 19. Dry dish pan and drainer, put away.

____________________ 20. Dry counter-top and sink.

____________________ 21. Hang up dish cloth and tea towels.

MAKE A LIST OF EQUIPMENT NEEDED ON BACK OF PAPER

TIME TO CLEAN ____________
TIME TO SERVE ____________
TIME TO FINISH ____________

1. What is the first aid for burns?
2. Which way are pan handles turned?
3. Why do we remove coats and roll up sleeves?
4. Why is the marshmallow treats a nutritious snack?
5. How many servings of the bread-cereal group do we need each day?
6. Double this recipe to make at home. What variations would be good?

FOODS AND NUTRITION PERIOD ____________

JOB SHEET 6 - HONEY POPCORN (INDIVIDUAL)

Time to clean ____________

Time to serve ____________

Time to finish ____________

HONEY POPCORN

1/4 C. butter or oleo margarine
1/2 C. honey
1 C. sugar
4 qt. salted popcorn

NAMES OF STUDENTS IN YOUR GROUP

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

WHO will do this (job)?	TASK - What is to be done.
____________	1. Get equipment
____________	2. Get ingredients
____________	3. Pop popcorn. Use electric popcorn-popper directions. Put popcorn in largest mixing bowl. Salt lightly.
____________	4. Measure oleo - put in pan
____________	5. Measure sugar - put in pan
____________	6. Measure honey - put in pan
____________	7. Stir and cook mixture 'til sugar is dissolved. Do not boil.
____________	8. Pour glaze over popcorn. SHAPE YOUR OWN POPCORN BALL. Butter your hands. Press popcorn together lightly to shape balls. Place the balls on wax paper. Let cool
____________	9. Fix the dishwater, drainer and WASH DISHES
____________	10. Dry dishes, hang up cloth
____________	11. Put away dishes and equipment.
____________	12. Wring out dish cloth and wipe popcorn-popper, store popcorn popper.
____________	13. Clean stove, table and counter top

FOODS AND NUTRITION PERIOD ____________

JOB SHEET 6 - HONEY POPCORN (INDIVIDUAL)

____________ 14. Empty trash can, clean floor

____________ 15. Dry dish pan and drainer, put away. Hang up dish cloth. DRY SINK.

____________ 16. Serve or store popcorn in tight container

____________ 17. Ask teacher to check kitchen

GROUP WORK (Use back of paper:)

1. Make a list of equipment needed.
2. Draw a table setting for the food
3. being prepared.
3. What makes popcorn pop?
4. What abbreviations are used in this recipe? What do they stand for?
5. How many cups in 1 qt.?
5. Why is this recipe a nutritious snack?
6. Debate: How will you classify (which food group) popcorn?

FOODS AND NUTRITION

JOB SHEET 7 - POPCORN BALLS - MARSHMALLOWS

1/3 cup popcorn
1 T. shortening
3 C miniature marshmallows or
20 regular marshmallows

2 T. butter
1/4 t. salt
Few drops of food coloring

1. Melt the shortening in the large saucepan, using a medium high heat.

2. When the shortening is very hot, pour in the popcorn. Cover and shake well until all the corn stops popping.

3. Butter a large bowl. Place the popcorn in it.

4. In the bottom part of the double boiler heat about 2 inches of water to boiling.

5. Place in the top of the bouble boiler the marshmallows, butter and salt.

6. Add the food coloring to tint.

7. Pour the marshmallow mixture over the popcorn and stir gently to coat.

8. Grease hands very well with butter and quickly shape into 10 balls.

ORANGE JULIUS

1 cup milk
2 cups orange juice
4 Tablespoons sugar
10 ice cubes

2 t. vanilla
1/4 t. nutmeg

---

1. Blend milk, orange juice, sugar and nutmeg in the blender.
2. Add ice cubes and mix on high until all the cubes are crushed.

Cooking Terms	Equipment & Utensils	Supplies
1. Melt	1.	1. Popcorn
2. Blend	2.	2. Margarine
	3.	3. Marshmallows
		4. Towel - dish rag
		5. Orange juice
		6. Nutmeg
		7. Napkins

FOODS AND NUTRITION

JOB SHEET 7 - POPCORN BALLS - MARSHMALLOWS

Jobs:
1. Pops corn - forms popcorn balls.
2. Washes dishes - puts orange juice in blender in group of 4.
3. Sets table - serves food - mix orange julius in pitcher.
4. Dries dishes - gets supplies from table - melts marshmallows - put dishes away in group of 4.
5. Pours orange julius in glasses, puts dishes away. Melts marshmallows in group of 5.

My # is __________ My Job is ______________________________

FOODS AND NUTRITION

JOB SHEET 8 - FRENCH TOAST

NAME ____________________

PERIOD ____________________

French Toast

5 slices dayold bread

2 eggs

1/4 c. milk

Dash of salt, 1/8 t. nutmeg, 1 T. sugar

2 T. margarine

---

1. Beat eggs slightly with fork. Add milk, salt, nutmeg, and sugar.
2. Dip bread in egg mixture to cover both sides.
3. Fry on griddle in 2 T. margarine until golden brown on both sides.
4. Place toast on serving platter. Serve hot.

COOKING TERMS

1. Fry
2. Dip
3. Beat
4. Boil

EQUIPMENT & UTENSILS

1. Griddle
2.
3.
4.
5.

SAFETY RULES

1.
2.

SUPPLIES

1.
2.
3.
4.

JOBS

#1. Make egg mixture - cook toast
#2. Sets table - serves food, makes hot cocoa for group
#3. Wash dishes - boils water, puts jelly, powdered sugar in bowls for group of 4
#4. Drys dishes - puts away - gets supplies from table

FOODS AND NUTRITION

JOB SHEET 9 - TASKS - LABORATORY LESSON

NAME ______________________

PERIOD ____________________

Instant Hot Chocolate Mix

1 lb. Nestles Quick

8 cups instant non fat fry milk

6 oz. Pream or Coffee Mate

1/2 cup powdered sugar

Mix together the above ingredients. Store in tight container.

Makes 24 single servings

Single serving - Mix about 1/3 cup mix in very hot water (1 cup), stir.

FOODS AND NUTRITION NAME ____________________

JOB SHEET 10 - TASKS - LABORATORY LESSON PERIOD ____________________

NAMES OF STUDENTS IN YOUR GROUP

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Time to SERVE ____________________

Time to CLEAN ____________________

Time to FINISH ____________________

Recipe

3 c. cold milk

3/4 c. undiluted frozen grape juice (this means straight from the can)

1. Gradually (very slowly) add the grape juice to the cold milk
2. Blend on low speed.
3. Serve immediately (quickly.)

WHO will do this task (job?)	TASK - what is to be done.
____________________	1. Get out equipment
____________________	2. Get out ingredients
____________________	3. Put blender together, HAVE TEACHER CHECK THIS
____________________	4. Measure milk - place in blender
____________________	5. Measure grape juice
____________________	6. Call teacher to use blender. Gradually pour grape juice into cold milk. Use low speed.
____________________	7. Set table.
____________________	8. Serve - pour purple cow into glasses - Fill glasses 3/4 full.
____________________	9. Fix dishwater and drainer
____________________	10. Wash dishes

FOODS AND NUTRITION NAME ____________________

JOB SHEET 10 - TASKS - LABORATORY LESSON PERIOD ____________________

WHO will do this task (job?)	TASK - what is to be done?
____________________	11. Dry dishes
____________________	12. Put away dishes and equipment Follow directions for storing blender.
____________________	13. Clean table and counter top.
____________________	14. Empty trash can, clean floor if necessary
____________________	15. Dry dish pan and drainer - put away
____________________	16. Dry sink
____________________	17. Hang up tea towels and dish clothes ASK TEACHER TO CHECK KITCHEN

Group work: Use back of paper

1. Make a list of equipment needed.
2. Draw a table setting for the food being prepared.
3. State in writing why this is a nutritiou snack.
4. Make up a blender recipe for a nutritiou snack.

FOODS AND NUTRITION

ASSIGNMENT SHEET

TABLE SETTING

Directions: Draw a table setting for the food being prepared.

FOODS AND NUTRITION

TEST

1. ____________, ____________, ____________, ____________ and ____________ are the 5 food groups in the "Guide for Good Eating."

2. List 1 food in each of the 5 groups.

   1. ________________________ ________________________
   2. ________________________ ________________________
   3. ________________________ ________________________
   4. ________________________ ________________________
   5. ________________________ ________________________

3. Milk is needed for ____________, ____________ and ____________.

4. Meat is needed for ________________ and ______________.

5. Fruit and vegetables are needed for __________________ and __________________.

6. Grains are needed for ________________ and ________________.

7. List 4 safety rules that are important is the kitchen.

   1.
   2.
   3.
   4.

8. List 2 sanitary rules that are important in the kitchen.

   1.
   2.

9. Explain now to measure liguids. (Use a complete sentence)

10. Explain how to measure solids. (Use a complete sentence)

11. Explain how to measure dry ingredients. (Use a complete sentence)

FOODS AND NUTRITION

TEST

12. List 2 nutritious snacks and place them in the correct food groups.

	Snack	Food Group
1.	______________________	______________________
2.	______________________	______________________

13. Directions: Match the following words and meanings. Place the letter of the meaning in the blank by the numbers.

Column A

___________ Grate
___________ Bake
___________ Broil
___________ Boil
___________ Salt
___________ Melt
___________ Mix
___________ T.
___________ C. or c.
___________ t.
___________ 3 T. =
___________ 1o T. =
___________ Grease

Column B

a. To stir foods together
b. Tablespoon
c. To cook over coals or under heat in broiler
d. To make liquid by heating
e. cup
f. To rub food such as cheese or carrots on a grater
g. To cook liquid until it is so hot it bubbles hard
h. 1 T.
i. Teaspoon
j. To cook in oven
k. 1 cup
l. To rub pan surface with fat to prevent sticking

14. Draw a tablesetting for "Mini-Pizzas"

FOODS AND NUTRITION

ANSWERS TO ASSIGNMENT SHEET 2

"A GUIDE TO GOOD EATING" WORD SCRAMBLE

	FOOD		FOOD GROUP
1.	Cereal	1.	Grain
2.	Apple	2.	Fruit and vegetable
3.	Peanuts	3.	Mean
4.	Celery	4.	Fruit and vegetable
5.	Carrot sticks	5.	Fruit and vegetable
6.	Oranges	6.	Fruit and vegetable
7.	Bread butter	7.	Grain
8.	Donuts	8.	Other
9.	Cookies	9.	Other
10.	Milk	10.	Milk
11.	Lemonade	11.	Fruit and vegetable
12.	Ice cream	12.	Milk
13.	Cheese	13.	Milk
14.	Popcorn	14.	Other
15.	Gram crackers	15.	Grain

FOODS AND NUTRITION

LEVEL I

ANSWER SHEET 4

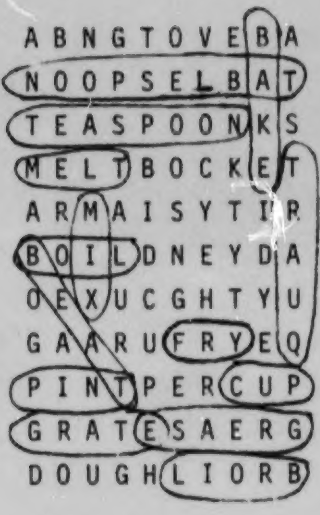
1. Hotpads should be used.
2. Pot handles should be turned in.
3. Burners should be turned off when they are not being used.
4. Electrical cords should be kept out of the way.
5. Sharp knives should be handled carefully.
6. Spills should be cleaned up immediately.
7. Correct temperature should be used when cooking.
8. Keep the top of the range clear.
9. Keep doors and drawers closed.
10. Walk, do not run, in the kitchen.

FOODS AND NUTRITION

ANSWER SHEET 6

COOKING TERMS AND ABBREVIATIONS

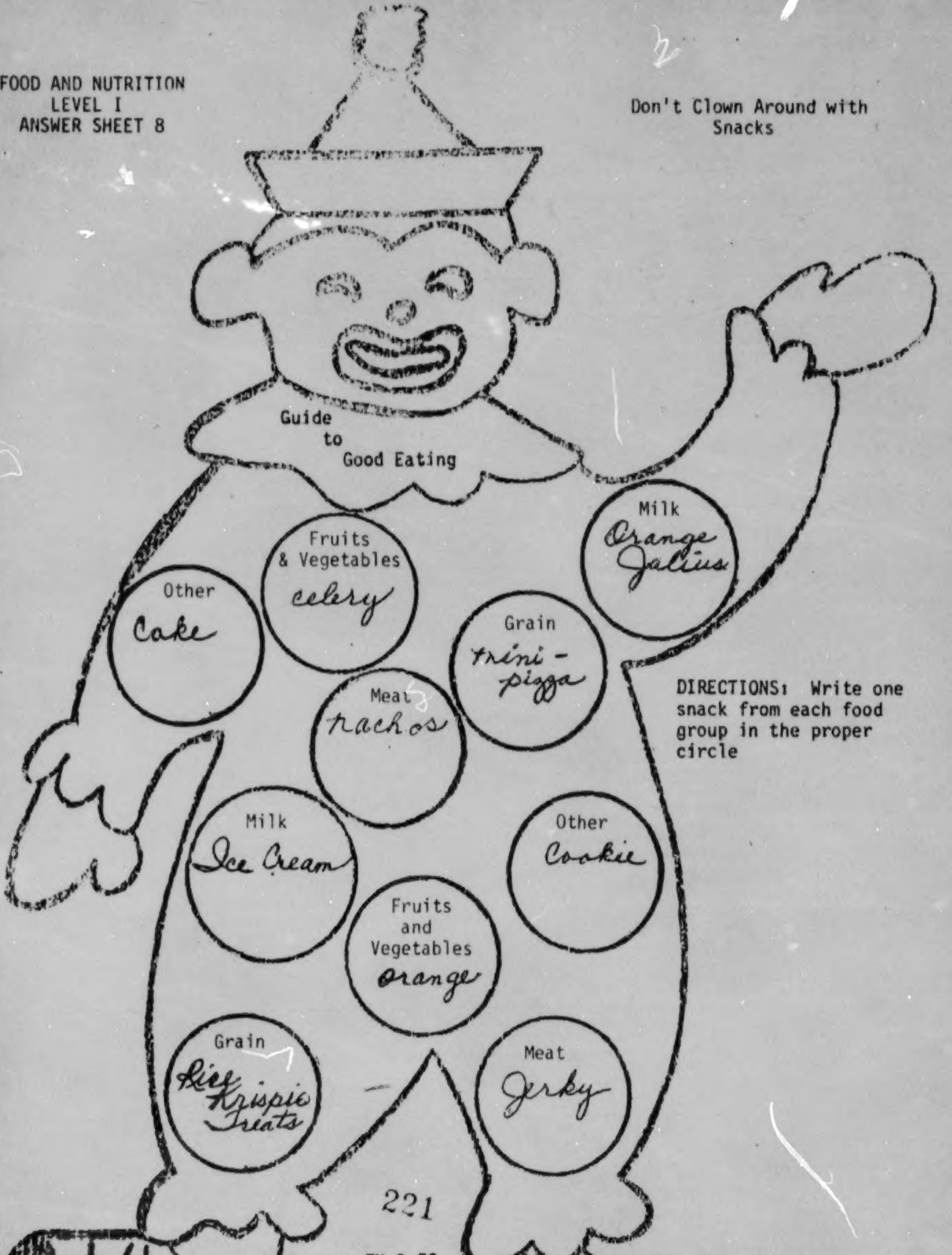
SEEK AND FIND



A B N G T O V E B A
N O O P S E L B A T
T E A S P O O N K S
M E L T B O C K E T
A R M A I S Y T I R
B O I L D N E Y D A
O E X U C G H T Y U
G A A R U F R Y E Q
P I N T P E R C U P
G R A T E S A E R G
D O U G H L I O R B

FOOD AND NUTRITION
LEVEL I
ANSWER SHEET 8

Don't Clown Around with Snacks



Guide to Good Eating

Milk: Orange Julius

Fruits & Vegetables: celery

Other: Cake

Grain: mini-pizza

Meat: nachos

Milk: Ice Cream

Other: Cookie

Fruits and Vegetables: orange

Grain: Rice Krispie Treats

Meat: Jerky

DIRECTIONS: Write one snack from each food group in the proper circle

FOODS AND NUTRITION

ANSWER SHEET TEST

1. Fruit and vegetable
   Meat
   Milk
   Grain
   Other

2.

Food Group	Food
Milk group	Ice cream
Fruit and vegetable	Orange
Meat	Ground beef
Grain	Tortillas
"Other"	Coke

3. Growth, energy, appearance

4. Growth, appearance

5. Energy, appearance

6. Energy, appearance

7. 1. Use hot pads
   2. Pot handles turned in
   3. Sharp knives handled carefully
   4. Spills wiped up

8. 1. Hands washed before cooking
   2. Taste with a clean spoon

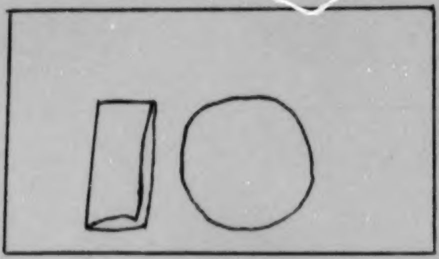
9. Liquids are measured in liquid measuring cup at eye level.

10. Solids should be packed and leveled

11. Dry ingredients should be leveled.

12. Matching
    j bake
    c broil
    g boil
    f grate
    l grease
    a mix
    b T.
    e C. or G.
    i t.
    n 3t.
    k 16 T.

13.



CHILD SAFETY

LEVEL I

UNIT OBJECTIVE

After completion of this unit, the student should be able to explain why safety is an important responsibility of adolescents and adults, name causes of accidents and poisoning, be able to react positively to these emergencies. This knowledge will be evidenced through completing the assignment sheets and by scoring 85 percent on the final test.

SPECIFIC OBJECTIVES.

After completion of this unit, the student should be able to:

1. Match terms associated with accidents to the correct definition.
2. Name five reasons why adolescents who care for children need to know safety.
3. Name five household items that are poisonous.
4. State a rule for storing poisonous items at home.
5. Describe two labels that can be put on poisonous products.
6. Name three plants that are poisonous.
7. State a rule to follow if a child swallows a poisonous item.
8. Identify three places where accidents to children may occur.
9. Order the actions a person should take in case of an accident.
10. Construct a safety poster or compose a rhyme.

CHILD SAFETY

SUGGESTED ACTIVITIES

1. Instructor

   A. Provide participants with objective sheet.

   B. Provide participants with information and assignment sheets.

   C. Collect pictures, transparencies or kits on safety. See references.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheet.

   F. Administer pre-test.

   G. Make bulletin board - "Young Children Can't Take Care of Themselves - You Can."

   H. Provide telephone numbers for emergency poisoning.

   I. Provide emergency treatment directions.

   J. Collect display of dangerous items - bleach, detergent, lighter fluid, plastic bags, baby aspirin, hard candy, sharp objects.

   K. Give test.

2. Student

   A. Take pre-test.

   B. Read objective sheet.

   C. Study information sheet.

   D. View pictures, transparencies, or filmstrips. (See references.)

   E. Complete assignment sheets.

   F. Participate in "What Would You Do," Assignment 5.

   G. Construct a poster or write a rhyme.

   H. Take the test.

CHILD SAFETY

INSTRUCTIONAL MATERIALS

1. Included in this unit:
   - A. Objective sheet.
   - B. Information sheet.
   - C. References for transparencies or film strips
   - D. Bulletin board idea.
   - E. Assignment sheets
     1. Identifying hazard
     2. Vocabulary
     3. Why safety
     4. Hazardous substances
     5. What would you do
     6. Poster directions
   - F. Test
   - G. Answers to Assignments 2 and 5
   - H. Answers to test.

CHILD SAFETY

INFORMATION SHEET

I. Definitions

   A. Antidote - something given to a person who has swallowed poison.

   B. Fatal - deadly

   C. Hazard - something dangerous

   D. Poison Control Center - A place to call or go to if someone has been poisoned

   E. Supervise - to watch closely

2. Reasons why adolescents caring for children need to know about safety.

   A. Safety must be taught to young children.

   B. Accidents occur in the home, on the streets and around water.

   C. Most serious accidents to children are preventable.

   D. Small children do not know that fire burns and sharp edges cause pain.

   E. Small children do not know what is off limits. Adolescents caring for them must do the child's thinking.

3. Every year one-half million children swallow ordinary household items.

4. Household items that are poisonous should be kept under lock and key.

   A. Detergent

   B. Bleach

   C. Drain cleaner

   D. Kerosene

   E. Medicine like baby aspirin

5. Many dangerous household products are required by law to be labeled.

   A. The skull and crossbone is a special warning flag put on the label of extreme danger.

   B. The green "Mr. Yuk" label is available to mark dangerous items.

6. Some plants and weeds are poisonous: mistletoe, daffodils, wild cherries, red poinsetta, hyacinths, buttercup.

CHILD SAFETY

INFORMATION SHEET

7. In case a child swallows a household product, medicine or a plant, call the nearest poison center. (Teacher needs to get the specific directions for the area and insert it here.)

8. Accidents take place in the:

    A. Home

        1. Kitchens as they provide many new adventures for the small child,

        2. Bathrooms because they also provide closed cupboards, water and climbing.

    B. Streets

        1. Children running into the street.

        2. Driveways where cars park.

    C. Near water

        1. Children fall or play in swimming pools.

        2. Children fall or play in irrigation ditches.

9. In case of an accident -

    A. Call the appropriate numbers of rescue squad, police or hospital. (Teacher must provide specific local directions.)

    B. Notify the parent.

CHILD SAFETY

INSTRUCTIONAL MATERIALS

II. References:

A. Barclay, Marion S; Champion, Frances; Brinkely, Jeanne Hayden; Funderburk, Kathleen W.; TEEN GUIDE. McGraw-Hill; 1977.

B. Cambell, Lucille. SAFETY FOR CHILDREN (transparencies for overhead projector) 3 M Co. 1969.

C. KEEP OUT OF REACH OF CHILDREN (slides); U.S. Department of Health, Education and Welfare; Food and Drug Administration.

D. Kelly, Joan and Eddy Landers; Today's Teen. Peoria, Illinois, Chas. A. Bennett Inc., 1977.

E. Parents Magazine kit. Child Development, Health & Safety, N.Y. Parent Magazine Films, Inc. 1975.

CHILD SAFETY

ASSIGNMENT SHEET 1

IDENTIFYING HAZARDS, OR PICTURE OR FILMSTRIP

CHILD SAFETY TRANSPARENCIES

DIRECTIONS: In each of the pictures, list the hazard as you see it and what could be done to prevent an accident.

	HAZARD	ACCIDENT PREVENTION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		

CHILD SAFETY

ASSIGNMENT SHEET 2 - VOCABULARY

I. Find and circle the following words in the puzzle.

children
antidote
injure
hazard
burn
fatal
poison control center
protect
safety
cut
poison
accident
supervise
choke

```
T K U P T N V O B N S
K N M O F D N K E S U
A C C I D E N T B A E
N H R S O T M O V Q E
T O N O T C I E S V E
I K R N C B R O N T I
D E N C U U E S E M I
O N G O J R L M O S C
T U R N N N E X M S H
E K I T A R S A D A I
G O H R T Y I G Z F L
W F E O N G V A I E D
D A E L O N R L U T R
G T U C A D E L A Y E
Z A L E N O P R R A N
I L N N O E U M K E L
N A M T S H S I R A N
D O V E I C O N D U R
A Z P R O T E C T I O
N A H R P E A C D S W
```

II. Define the following words. (Tell what you have learned they mean.)

1. Hazard
2. Antidote
3. Fatal
4. Poison control center
5. Supervise

CHILD SAFETY

ASSIGNMENT SHEET 2 - VOCABULARY

Any of the words that are in the crossword puzzle that are new to the students should be added to the vocabulary list.

CHILD SAFETY

ASSIGNMENT SHEET 3

WHY SAFETY?

1. List five reasons why adolescents who care for small children need to know safety.

   a.

   b.

   c.

   d.

   e.

CHILD SAFTEY

ASSIGNMENT SHEET 4

QUIZ - HAZARDOUS SUBSTANCES

1. Every year, about __________________ million children swallow ordinary items.

2. A few of these items are:

   a. ____
   b. ____
   c. ____
   d. ____
   e. ____

3. Many hazardous household products are required by law to ______________

4. Small children do not know the meaning of ____________________________

5. Two places which offer bright new adventures for the curious child are

   ________________________________ and ____________________________

6. Name some more common household products which cause poisonings.

   1. ___________________________ 3. ________________________________

   2. ___________________________ 4. ________________________________

7. Keep all medicines ____

8. Last year more than ________________________ cases of aspirin swallowings were reported to the Poisons Control Centers.

9. More poisonings accidents occur in the ______________________ than in any other room in the house.

10. The best safety precaution is to keep hazardous household products under

    _________________________ and ________________________.

11. The Skull and Crossbones is a special warning flag for _________________.

12. If a poisonous substance is swallowed _______________________ the label to know what to do. Then, call the Poison Control Center and then the family doctor.

13. List five (5) plants that are poisonous -

    a. d.

    b. e.

    c.

CHILD SAFETY

ASSIGNMENT SHEET 4

QUIZ - HAZARDOUS SUBSTANCES

14. List the steps in order, that one should take when there is an accident.

CHILD SAFETY

ASSIGNMENT SHEET 5 - WHAT WOULD YOU DO?

The following situations could be used in a role-playing situation, a game of fish could be played or as a question answer review.

What would you do if the small child you were attending:

1. Gets lost in a large store?
2. Tries to get on an escalator by himself?
3. Tries to pet a strange animal?
4. Picks up food off the ground or floor and puts it in his mouth?
5. Runs away from you in a large parking lot?
6. Is playing or climbing on store displays?
7. Stepped on hot coals?
8. Gets a rusty fishing hook in his hand?
9. Plays too near deep water?
10. Sits in an ant pile?
11. Plays with sharp objects?
12. Picks up a hot sparkler?

CHILD SAFETY

ASSIGNMENT SHEET 6

CONSTRUCT A SAFETY POSTER

Materials:

Crayons or

Felt tip pens or

Paint

Construction paper or

Newsprint or

Tag board

Each student is to make a poster illustrating some child safety factor.

OR

Each student can write a four line rhyme about some child safety factor.

CHILD SAFETY

TEST

Name ____________________

1. Match the term on the right to the correct definitions.

________ a.	To watch closely	1.	Antidote
________ b.	Something given to a person who has swallowed poison	2.	Fatal
________ c.	Deadly	3.	Hazard
________ d.	A place to call or go to if someone has been poisoned	4.	Poison Control Center
________ e.	Something dangerous	5.	Supervise

2. Name five reasons why adolsescents who care for children need to know safety.

   A.

   B.

   C.

   D.

   E.

3. Name 5 household items that are poisonous -

   A.

   B.

   C.

   D.

   E.

4. State a rule for storing poisonous items at home.

CHILD SAFETY

TEST

5. Describe two labels that can be put on poisonous products.

6. Name 3 plants that are poisonous.

7. State a rule to follow if a child swallows a poisonous item.

8. List three places where accidents to children may occur.

9. List the steps in order that should be taken in case of an accident.

CHILD SAFETY

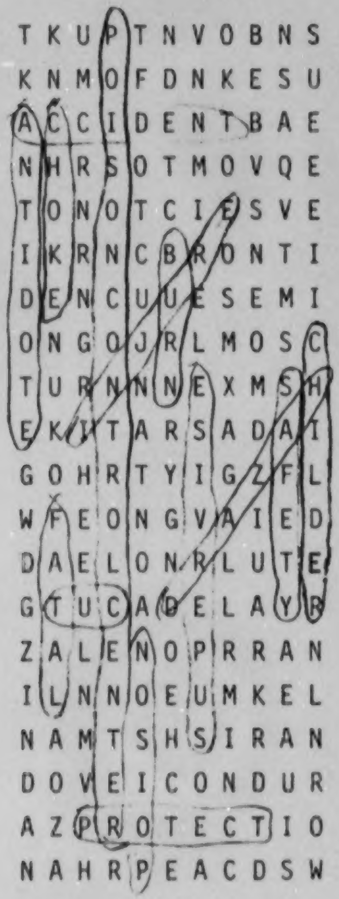
ANSWER SHEET 2 - VOCABULARY

1. Find and circle the following words in the puzzle.

children
antidote
injure
hazard
burn

fatal
poison control center
protect
safety
cut

poison
accident
supervise
choke



T	K	U	P	T	N	V	O	B	N	S
K	N	M	O	F	D	N	K	E	S	U
A	C	C	I	D	E	N	T	B	A	E
N	H	R	S	O	T	M	O	V	Q	E
T	O	N	O	T	C	I	E	S	V	E
I	K	R	N	C	B	R	O	N	T	I
D	E	N	C	U	U	E	S	E	M	I
O	N	G	O	J	R	L	M	O	S	C
T	U	R	N	N	N	E	X	M	S	H
E	K	I	T	A	R	S	A	D	A	I
G	O	H	R	T	Y	I	G	Z	F	L
W	F	E	O	N	G	V	A	I	E	D
D	A	E	L	O	N	R	L	U	T	E
G	T	U	C	A	D	E	L	A	Y	R
Z	A	L	E	N	O	P	R	R	A	N
I	L	N	N	O	E	U	M	K	E	L
N	A	M	T	S	H	S	I	R	A	N
D	O	V	E	I	C	O	N	D	U	R
A	Z	P	R	O	T	E	C	T	I	O
N	A	H	R	P	E	A	C	D	S	W

II. Define the following words. (Tell what you have learned they mean.)

1. Hazard - **Something dangerous**
2. Antidote - **Something given to a person that has swallowed poison.**
3. Fatal - **Deadly**
4. Poison control center - **A place to call or go if someone has been poisoned.**
5. Supervise - **Watch closely.**

CHILD SAFETY

ANSWER SHEET 5 - HAZARDOUS SUBSTANCES

1. Every year, about (one-half) million children swallow ordinary household items.

2. A few of these items are:

   a. (detergent)

   b. (bleach)

   c. (drain cleaner)

   d. (medicine)

   e. (paint thinner)

3. Many hazardous household products are required to (label)

4. Small children do not know the meaning of (danger)

5. Two places which offer bright new adventures for the curious child are

   (kitchen) and (bathroom)

6. Name some more common household products which cause poisonings.

   1. (aspirin) 3. (furniture polish)

   2. (gasoline) 4. (floor cleaner)

7. Keep all medicines (out of reach of children)

8. Last year more than (11,000) cases of aspirin swallowings were reported to the Poisons Control Centers.

9. More poisonings accidents occur in the (kitchen) than in any other room in the house.

10. The best safety precaution is to keep hazardous household products under

    (lock) and (key)

11. Many products are dangerous for adults, too, if used in an

    (unventilated), (enclosed) room.

12. The Skull and Crossbones is a special warning flag for (extreme danger)

13. If an accident does occur, (read) the label to know what to do. Then, call the Poison Control Center and then the family doctor.

CHILD SAFETY

ANSWER SHEET TO TEST

Name ______________________

1. Match the term on the right to the correct definitions.

5	a.	To watch closely	1.	Antidote
1	b.	Something given to a person who has swallowed poison	2.	Fatal
2	c.	Deadly	3.	Hazard
4	d.	A place to call or go to if someone has been poisoned	4.	Poison Control Center
3	e.	Something dangerous	5.	Supervise

2. Name five reasons why adolsescents who care for children need to know safety.

   A. Safety must be taught to young children.

   B. Accidents occur in home, street and around water.

   C. Most serious accidents are preventable.

   D. Small children do not know that fire burns and sharp edges cause pain.

   E. Small children do not know what is off limits; adolescents must do the child's thinking.

3. Name 5 household items that are poisonous -

   A. Detergent

   B. Bleach

   C. Drain cleaner

   D. Kerosene

   E. Medicine like baby aspirin.

4. State a rule for storing poisonous items at home.

   Store in high places where children cannot get to them.

CHILD SAFETY

ANSWER SHEET TO TEST

5. Describe two labels that can be put on poisonous products.

   1. Skull and Crossbones

   2. Green "Mr. Yuk" label

6. Name 3 plants that are poisonous.

   Mistletoe, daffodils, wild cherries, red poinsetta, hyacinths, buttercup

7. State a rule to follow if a child swallows a poisonous item.

   Call the nearest poison center.

8. List three places where accidents to children may occur.

   Home
   Streets
   Water

9. List the steps in order that should be taken in case of an accident.

   1. Call the rescue squad, police or hospital.

   2. Notify the parent.

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TOXIC PLANTS OF NEW MEXICO

Throughout man's history, plants have served as a major source of food, shelter and healing principles. Many of the nutritional and medicinal properties of plants were discovered through a trial and error process with countless people suffering the toxic effects of plants before the desirable effects were isolated. The toxic effects of plants range from mild skin or gastrointestinal irritation to serious reactions involving the cardiovascular and nervous systems. Deaths have followed the consumption of some plants.

Today, most edible plants are clearly identified in the market so that we no longer have to select them in their natural state. As a result, most toxic reactions to plants result from accidental ingestion. Unfortunately, most of these accidents occur in infants and small children, making plants one of the leading causes of childhood poisoning. Both indoor and outdoor plants can be dangerous if eaten.

The dangers of childhood plant poisoning in New Mexico could be greatly reduced if adults would take these [illegible] precautions:

1) Know the names of the plants in your house, yard, and neighborhood. If you are unsure of the identity of a plant, take a sample to your nursery for a correct identification.

2) Teach your children about the dangers of eating plants. Point out those plants in your area which you know to be particularly harmful.

3) Put houseplants out of the reach of infants and toddlers. Make older brothers and sisters aware of the importance of keeping the little ones away from the plants.

4) Keep the number of the New Mexico Poison, Drug Information and Medical Crisis Center posted near your phone. Call if your child has eaten or chewed on a plant, *even if you believe that the plant is non-toxic.* New information is available daily and it is better to be safe than sorry.

5) Keep a one ounce container of syrup of ipecac in your home (available at any pharmacy). Syrup of ipecac will cause your child to vomit and is much safer than salt water or other home remedies. It should only be used under the direction of the Poison Center or your physician.

This chart lists some of the more common toxic and non-toxic plants with special emphasis on the plants of New Mexico. Not every poisonous plant is listed; over 700 species are known to have caused human illness. The plants are listed by their common names with their scientific names in parentheses. Each has then been assigned a number which corresponds to a group of symptoms which might be expected. The symptoms are described on the back of the chart. We suggest that the chart be hung in the opened position with the bottom edge left free so that it can be lifted to read the symptoms described. In all cases, call the Poison Center to confirm the information on the chart before providing any treatment.

This project was made possible by support from the University of New Mexico, College of Pharmacy.

OUTDOOR PLANTS

Common Name *(Scientific Name)*	**Toxic Part**	***Toxic Classification**
Arborvitae (*Thuja orientalis*)	unspecified	14
Arizona Cypress (*Cupressus arizonica*)	unspecified	14
Bird of Paradise (*Poinciana gilliesii*)	seeds, pods, leaves & roots	7
Bitterweed (*Helenium autumnale*)	all parts	3
Blueberry Elder (*Sambucus*)	leaves, shoots, & bark	1
Boston Ivy (*Parthenocissus tricuspidata*)	berries	10
California Privet (*Ligustrum ovalifolium*)	berries & leaves	7
Cardinal Flower (*Lobelia cardinalis*)	all parts	9
Cat Claw Mimosa (*Mimosa biuncifera*)	bark & roots	8
Chinaberry (*Melia azedarach*)	all parts	12
Chinese Lantern (*Physalis alkekengi*)	leaves & unripe fruit	11
Choke Cherry (*Prunus virginiana*)	cherries & leaves	1
Common Nightshade (*Solanum*)	all parts	11
Cotoneaster	berries & fruit	1(?)
Crape Myrtle (*Lagerstroemia indica*)		Non-Toxic
Crowfoot (*Delphinium*)	all parts	3
Deadly Nightshade (*Solanum*)	all parts	11
Desert Potatoe (*Jatropha macrorrhiza*)	tuber	13
Desert Tobacco (*Nicotiana trigonophylla*)	all parts	9
English Bean (*Vicia faba*)	bean & pollen	1
English Holly (*Ilex aquifolium*)	berries	7
Euonymous	seeds, leaves, bark & fruit	7
Flying Saucers (*Ipomoea violacea*)	seeds	8
Four-O'Clock (*Mirabilis jalapa*)	unspecified	8
Forsythia		Non-Toxic
Frijolito (*Sophora secundiflora*)	all parts	8
Fruitless Mulberry (*Morus alba*)	Milky sap of leaves & stems	2,7,8
Heavenly Bamboo (*Nandina domestica*)	berries(?)	7
Hogwort (*Croton*)	seeds	13

Common Name *(Scientific Name)*	**Toxic Part**	***Toxic Classification**
Ligustrum	berries & leaves	7
Locoweed (*Astragalus or Oxytropis*)	all parts	8
Lombardy Poplar (*Populus nigra*)		Non-Toxic
Marijuana (*Cannabis sativa*)	all parts	8
Mistletoe (*Phoradendron flavescens*)	all parts	3
Modesto Ash (*Fraxinus velutina*)	unspecified	14
Moonseed (*Menispermum canadense*)	fruit & roots	12
Morning Glory (*Ipomoea violacea*)	seeds	8
Musquash Root (*Cicuta maculata*)	all parts	12
Navajo Globe Willow (*Salix matsudana*)		Non-Toxic
Old Fashioned Lilac (*Syringa vulgaris*)		Non-Toxic
Oleander (*Nerium oleander*)	stems, flowers, & leaves	3,6
Oregon Grape Mahonia (*Mahonia aquifolia*)		Non-Toxic
Owl-Claws (*Helenium hoopesii*)	all parts	3
Pampas Grass (*Cortaderia*)	all parts	14
Persian Lilac (*Syringa persica*)		Non-Toxic
Pine Flax (*Linum neomexicanum*)	all parts	1
Poison Hemlock (*Conium maculatum*)	all parts	9
Pokeweed (*Phytolacca americana*)	all parts	5
Purple Leaf Plum (*Prunus cerasifern*)	fruit & leaves	1
Pyracantha	berries & other parts	7
Red Cedar Juniper (*Juniperus virginiana*)	all parts	5,6,7
Red Leaf Barberry (*Berberis thunbergii*)		Non-Toxic
Rocky Mountain Juniper (*Juniperus scopulorum*)	all parts	5
Russian Olive (*Elaeagnus angustifolia*)		Non-Toxic
Savin Juniper (*Juniperus sabina*)	all parts	5,6,7
Scarlet Runner Bean (*Phaseolus vulgaris*)	roots & seeds	1
Shamrock Plant (*Oxalis*)	entire plant	10
Soft Leaf Yucca (*Yucca*)		Non-Toxic
Sorrel (*Rumex acetosa*)	leaves & stems	10, 6
Staggerweed (*Delphinium*)	all parts	3

Japanese Lantern (*Physalis*)	leaves & unripe fruit	11
Jerusalem Cherry (*Solanum pseudocapsicum*)	all parts	11
Jimson Weed (*Datura stramonium*)	all parts	2
Larkspur (*Delphinium*)	all parts	3

Wild Morning Glory (*Convolvulus arvensis*)	root	8
White-Bridal Wreath (*Spiraea vanhouttee*)		Non-Toxic
Wisconsin Weeping Willow (*Salix blanda*)		Non-Toxic
Wisteria	pods & seeds	7

*For explanation of toxic classification see last page.

COMMON HOUSEPLANTS

Common Name *(Scientific Name)*	**Toxic Part**	**Toxic Classification**
African Violet (*Saintpaulia ionantha*)		Non-Toxic
Aloe Vera	sap	6,7
Arrowhead Plant (*Syngonium* or *Caladium*)	all parts	10
Asparagus Fern (*Asparagus plumosus*)	berries	6
Baby Tears (*Helxine soleirolii*)		Non-Toxic
Begonia		Non-Toxic
Boston Fern (*Nephrolepis exalta*)		Non-Toxic
Castor Bean/Seed (*Ricinus communis*)	seeds, leaves, sap	6, 13
Coleus		Non-Toxic
Dieffenbachia (mother-in-law plant)	all parts	6, 10
Easter Lily (*Lilium longiflorum*)		Non-Toxic
English Ivy (*Hedera helix*)	all parts, esp berries, leaves	6, 7
Geranium (*Pelargonium*)	leaves	6(?)
Grape Ivy (*Cissus rhombifolius*)		14(?)
Impatiens Plant		Non-Toxic

Common Name *(Scientific Name)*	**Toxic Part**	**Toxic Classification**
Jade (*Crassula argentea*)		Non-Toxic
Japanese Rubber Plant (*Crassula arborescens*)		Non-Toxic
Moses-in-a-Basket/Boat/Bulrushes (*Rhoeo spathacea*)	fleshy parts	6
Mother in Law Tongue (*Sanservieria trifasciata*)		Non-Toxic
Peperomia		Non-Toxic
Philodendron (elephant ear)	all parts	6,10
Poinsettia (*Euphorbia pulcherrima*)	leaves, stem & sap	7(?)
Rosary Pea/Bean (*Abrus precatorius*)	bean	13
Rosary Beads see STRING OF PEARLS		
Schefflera (*Brassaia actinophylla*)		Non-Toxic
Spider (Airplane) (*Chlorophytum comosum*)		Non-Toxic
String of Pearls (*Senecio rowleyanus-S. herreianus*)		Non-Toxic
Swedish Ivy (*Plectranthus australis*)		Non-Toxic
Ti Plant (*Cordyline terminalis*)		Non-Toxic
Wandering Jew (*Tradescantia*)	leaves	possibly 6

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TOXIC CLASSIFICATIONS

1. Symptoms usually occur soon after ingestion and may include sudden vomiting, stomach pain followed by fainting and prolonged sleeping.

2. Ingestions of this class of plants show a rapid onset of symptoms. Dry mouth, blurred vision and dilated pupils are common but symptoms may also include hyperactivity, confusion, rapid heart beat and hallucinations.

3. Plants in this group are potentially very poisonous because they can affect the heart. Vomiting may occur soon after ingestion and fainting may be seen after a short delay.

4. Symptoms are usually delayed for 2 to 12 hours after ingestion. Nausea, vomiting, diarrhea, severe stomach cramps and hallucinations may be seen.

5. Plants in this group may produce sleepiness, confusion and, *very rarely*, coma.

6. The symptoms produced may be as a result of allergy or a true chemical burn and might include redness, swelling, pain, itching and blister formation.

7. Symptoms seen with this group vary widely. Irritation of the lips, tongue and throat, vomiting soon after eating, stomach pain and diarrhea may be seen.

8. In addition to a general feeling of illness, extreme sense of fear and depression with hallucinations may be seen.

9. The onset of symptoms is rapid. Usual symptoms may include vomiting, sweating, salivation, headache, dilated pupils, nausea, burning mouth and tongue. Diarrhea is an uncommon symptom.

10. The effect of these plants is widely variable. Symptoms may include immediate pain, burning, redness and swelling of the lips, tongue and throat. American Ivy, garden Rhubarb leaves, garden Sorrell and Virginia Creeper produce no pain but bloody vomiting, diarrhea and headache may occur.

11. Depending on which chemical in the plant predominates, one of two sets of symptoms may be seen:
    a. The most common symptom is stomach pain, but diarrhea, sweating, headache,. difficulty breathing, nausea and vomiting may occur.
    b. Dilated pupils, anxiety, confusion, hyperactivity, dry mouth, and blurred vision may be seen.

12. The onset of symptoms is usually rapid and may include dilated pupils, rigid muscles, stomach irritation, diarrhea, vomiting and hallucinations.

13. If these plants are chewed, symptoms can be immediate and can include severe stomach pain, nausea, vomiting and diarrhea. If plant parts are swallowed whole, these same symptoms can be delayed by 1-2 days.

14. The symptoms produced by these plants are not well characterized.

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CONSUMERISM

LEVEL II

UIIT OBJECTIVE

After completion of this unit, the students should be able to explain the responsibilities of a consumer. List some of the consumer needs and wants. Discuss the cycle of supply and demand, and determine the reasons for conserving the natural resources.

SPECIFIC OBJECTIVES

1. Define consumerism, and vocabulary listed.
2. Explain how consumerism relates to self, family and community.
3. Give an example of supply and demand cycle in consumerism.
4. Demonstrate advertising gimmicks and how they influence consumerism decisions.
5. List steps in consumer decisions.
6. Point out some responsibilities as a consumer. State ways that shoplifting affect the prices.
7. Outline a plan for conserving energy in the student's home.

CONSUMERISM

LEVEL II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Direct students through the different assignments, being flexible to allow for various answers which might be given by the students.

   F. Give test.

II. Student:

   A. Read objectives

   B. Study information sheet and complete each assignment sheet.

   C. Make sure you are able to perform according to the type of performance called for by each objective.

   D. Complete each assignment sheet, with use of Job sheets, and or further instructions by teacher.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Bulletin board

CONSUMERISM

INSTRUCTIONAL MATERIALS

D. Directions for teacher

E. Assignments

   1. Unit vocabulary
   2. Following directions
   3. Classify goods and services
   4. Making puppets
   5. Instructions for advertising layout
   6. Decision making process
   7. Synectics on conservations
   8. Check list for home conservation

F. Test

G. Answers to assignment sheet

H. Answers to test

CONSUMERISM

INSTRUCTIONAL MATERIALS

1. Books:

Barclay, Marion S. and Frances Champion. Teen Guide to Homemaking. N.Y.: Webster Division of McGraw-Hill Co., 1972.

Davis, Mareta J. an Yvonne Peeler. Teen Guide to Homemaking. Boston: Ginn & Co., 1970.

Kelly, Joan, and Eddy Landers. Today's Teen, Peoria, Ill.: Charles A. Bennett Co., 1977.

2. Filmstrips:

"About Advertising": Proctor and Gamble.

3. Guest speakers:

Public Service Company - Topic: Economics

4. Magazines

   1. Nation's Business: "Finding Allies in the fight Against Shoplifting": Thomas J. Housel: September, 1977.
   2. Consumer Reports

5. Teaching kits:

Ecology and Energy Action Pack, McDonald's Action Packs, Box 2594, Chicago, Illinois 60690 $2.00.

Economics Action Pack. McDonald's Action Pack. Box 2594, Chicago, Ill. 60690 $2.00.

CONSUMERISM

INFORMATION SHEET

Consumerism involves the individual, the family, and the community as a whole.

I. A consumer is one who uses goods and services.

  A. Goods are things you buy and use as: food, clothes, records.

  A service is work done for you by another person as: barber, drycleaning, waitress and bus driver, etc.

  B. Values and attitudes show in your choice of products. Values are feelings that are important to you. Attitudes are the way you feel about things.

  C. Needs are things that are necessary for life as: food, shelter, clothing, etc.

  D. Wants are goods and services which add pleasure and meaning to life.

  E. The family is a consumer group that meets the needs of the people within the family.

    1. Shelter
    2. Clothing
    3. Food
    4. Medical care

  F. The community is made up of all the people within an area.

    1. The community helps to meet the needs and wants of all its people.

      a. Stores
      b. Banks
      c. Pharmacies, etc.

II. In consumerism money will go from hand to hand to help people get goods, services and jobs.

  A. Supply is the amount and plan of goods and services available to the consumer.

  B. Things brought by many consumers make up the demand.
    1. The cycle of supply and demand means: that as more people need or want a product other people will provide it.

    2. If the product is in short supply, but the demand is high, prices will go up.

INFORMATION SHEET

3. If the product is in great supply, but the demand is low, prices will go down

III. Advertising helps a person decide what to buy.

A. Advertising tells you what is available and makes you want to buy a product.

1. In magazines
2. Television
3. Radio
4. Newspapers
5. Mail

B. Gimmicks are ways to make a product look good.

1. Jingles
2. Good-looking people
3. Low cost
4. Compare to other products
5. Flood you with ads
6. Send samples

C. Advertising can provide facts to use in comparing products. Facts may be as color, size, price, or materials contained in the product. This is considered factual advertising.

D. If the advertising is misleading, as to sell an idea, that you'll be more attractive, desirable, or popular if you use a certain product, then this is called emotionalized advertising.

E. According to consumer laws, the advertiser must provide what they say they will: Examples -

1. Buy one, get one free.
2. Get you into the store to sell the more expensive product.
3. Not having enough of the product in the store - get a rain check.

IV. Decision-making is a process for making a wise choice.

A. Decision-making steps:

1. Identify the problem
2. Seek alternatives
3. Think through the alternatives
4. Select an alternative
5. Accept consequence for the decision

CONSUMERISM

INFORMATION SHEET

B. Steps applied to purchasing?

1. What type of product is needed?
2. Look for other brands or products.
3. Compare the possible choices.
4. Where to buy.
5. Which to buy.
    a. Quantity
    b. Price
    c. Quality
6. Select one alternative
7. Accept your results for your decision
    a. How could you have made a better decision.

C. Being a responsible consumer means:

a. Reading directions
b. Following directions
c. Knowing your rights
d. Demanding your rights

D. Shoplifting and cheating can cause the consumer to pay higher prices for goods.

1. Shoplifting is a social problem which costs American business billions of dollars each year.
2. To stop shoplifting, merchants use devices such as closed-circuit television and magnetic price tag-sending machines. Also, merchants often hire more personnel to keep an eye on customers. But these costly steps do not guarantee that all shoplifters will be noticed or caught.

3. The merchant, to pay for the expense with which shoplifting saddles him, will mark up his merchandise form five to ten percent. This is a mark up that every honest shopp[illegible] must pay.

4. Yet honest shoppers all too often do little or nothing to help merchants fight shoplifters.

Reference #1

V. Conservation is saving on natural resources.

A. Natural resources are:

1. Gas
2. Oil
3. Trees
4. Water
5. Food
6. Air

CONSUMERISM

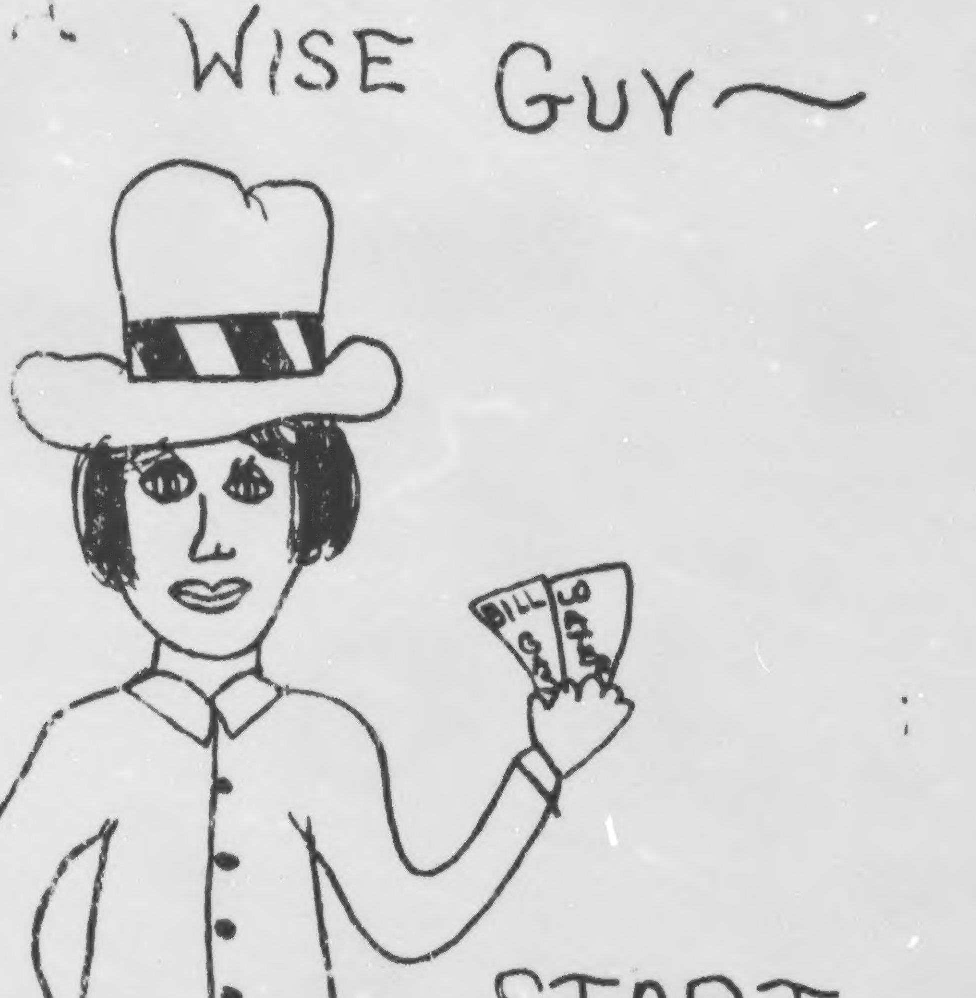
INFORMATION SHEET

B. It is necessary to save on the natural resources so that the supply will not be used up so quickly.

1. To last longer for use in other generations.
2. Allow time for new resources to be discovered.
3. To provide the life-style you are used to.

C. Methods for conservation within your home.

1. Use of electricity: example - not to leave lights on unnecessarily.
2. Avoid waste - use amount of food needed.
3. Reusable products or reuse of products as foil, newspaper, aluminum cans.


WISE GUY ~
BILL
$
START
TO
CONSERVE

DIRECTIONS FOR TEACHER

INSTRUCTIONAL MATERIALS

Use of bulletin board can be very effective for: Consumerism, Decision-making and conservation.

I. Make a poster with the Rights of a Consumer on it, and another with the Rsponsible Consumer Does.

The Six Rights of a Consumer

1. The right to be informed.
2. The right to safety.
3. The right to choose.
4. The right to be heard.
5. The right to be protected.
6. The right to quality and integrity or honesty in the marketplace.

A Responsible Consumer Does:

1. Reads Directions and follows the directions.
2. Returns merchandise if faulty.
3. If a product is exceptionally good, then write a letter to the manufacturer and let them know. If the product is not good, write to the manufacturer and let him know.
4. Let others know about the product by word of mouth.
5. Compare before buying.
6. Be informed before buying. Use magazines as consumer Report or Consumer Bulletin to determine comparative costs, service and information of the product. These magazines can be found at the Public Libraries

II. Use of magic squares for vocabulary. Assignment sheet 1.

III. Use following directions as introduction to consumerism. Assignment sheet 2.

IV. Show the Filmstrip on Advertising by Proctor and Gamble called: "About Advertising" dealing with advertisement gimmicks, and how the product follows a supply and demand cycle. This could be used as a an introduction into advertising.

V. For role-playing or puppets, make-up a consumer situation so that the students can make a consumer decision through use of hand puppets or role-playing. Sheet 3.

VI. For the Assignment sheet 4. Make a big poster with four products on it. Choose products which appeal to teenagers as: cars, radio, motorcycle, C.B. - just examples.

VII. Layout for an Advertisement use of Assignment Sheet #5

VIII. Decision Making Process - have student follow the assignment sheet #6 and follow the steps by inserting problem, resources and get a final solution - Can use J. C. Penny Education Kit for further ideas if needed. (Available at J. C. Penney)

IX. Use synectics - technique on Conservation on Assignment sheet #7.

X. Use of Check List on Conservation or Preservation of Natural Resources - use of Assignment Sheet #8.

CONSUMERISM

ASSIGNMENT SHEET FOR STUDENTS

I. A. 1. Give one example for both goods and services which were not used in class.

2. Looking at four products, pick the one you would buy. Why did you choose it? Why didn't you choose one of the others?

a. What was the most important thing in choosing it? What does it say about your values? What about your attitude?

Assignment Sheet #3 .

3. Look at the list of items and group them under needs and wants.

Assignment Sheet #3.

a. Will your needs and wants change when you get older? Would a change in your life bring about changes in your needs.

II. A. In a group of five discuss the needs of the people within a family. List five different needs within your family. Put in order from most important to least important.

B. Write a paragraph describing how your community meets your family needs and wants.

III. A. Get in groups of five and role play the situation of economics to see how the flow of money occurs in a community. Use a product, play money and make up your own story and use hand puppets, or role play the situation for the class. Assignment Sheet #4 .

IV. A. After viewing the filmstrip "About Advertising," describe an advertisement which made you buy a product. What did you like about the ad? Did the product do what it said it would do?

B. Make a layout of an advertisement of a product using magazines, but use your own words to sell the product. Assignment Sheet #6.

C. Look through magazines and choose three types of sales gimmicks and label them as:

a. emotionalized
b. factual

V. A. Conduct a class or grade survey to discover some of the biggest problems young people have in purchasing clothes and food.

CONSUMERISM

V. B. What process of decision making did they eliminate when purchasing a product? Use **Assignment** sheet 7 - Decision making process.

C. As a responsible consumer, is it important to compare brands? Acquaint yourself with the magazine - Consumer Reports. Choose a product that is being compared in this magazine. How did it compare the product? Name a few other ways you can find out about a product or brand.

VI. A. As a responsible consumer, what did you find out is important to do first?

B. What would you do if a friend of yours picked up a notebook and pen and stuffed it under his/her coat? Explain in detail.

VII. A. Using the synectics to become aware of the word - conservation. Define in your words the meaning of conservation. Assignment sheet 8.

B. List some of the natural resources and then tell how these resources can be used wisely by parents, or you.

C. Use the Assignment sheet 9. Check list to see where you and your family can help conserve or preserve natural resources.

COMSUMERISM

ASSIGNMENT SHEET 1

DATE ____________________

Consumer Unit Vocabulary

MAGIC SQUARE: Match the number with the letter that best tells the correct definition. Put the number in the box that is marked with the letter it matches. If you pick the BEST answers, you will be able to tell the "Magic Number." All rows and columns have the same sum when added.

A. One who uses goods and services

B. Things you buy and use

C. Work done for you by another person

D. Things that are important to you

E. The way you feel about things

F. Things that are necessary for life

G. Goods and services which add pleasure and meaning to life

H. What is available to the consumer

I. Saving on natural resources

1. Goods
2. Conservation
3. Values
4. Wants
5. Attitudes
6. Services
7. Needs
8. Consumer

A	B	C
D	E	F
G	H	I

THE MAGIC NUMBER IS:

____

CONSUMERISM

ASSIGNMENT SHEET 2

CONSUMER EDUCATION UNIT

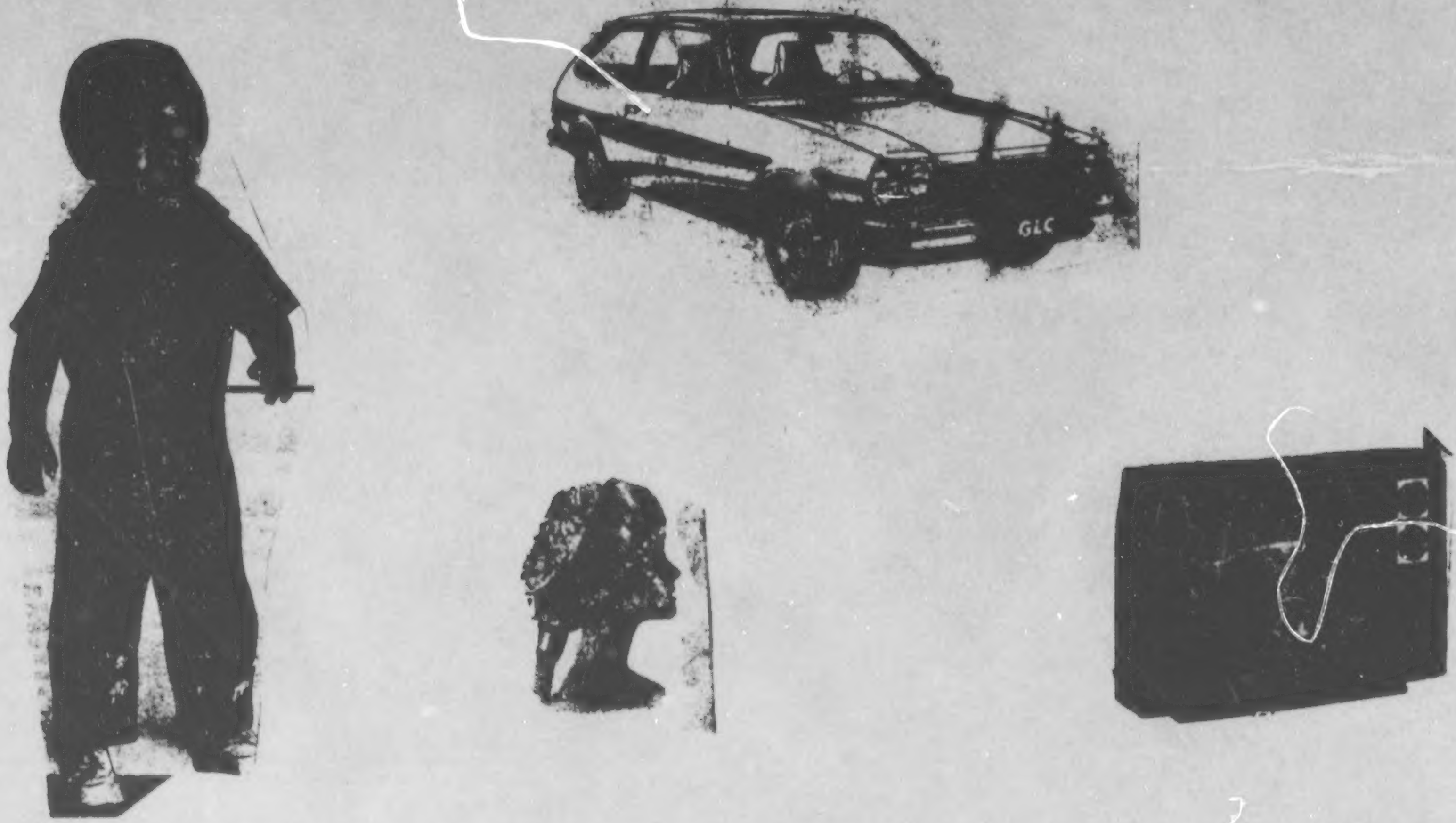
May be given as an introduction to Consumer Education.

Be sure to read everything before doing anything.

1. What do you think a consumer is?
2. What is a budget?
3. Draw a hang tag on the back of this paper.
4. Draw an "X" in the hang tag you made.
5. If you are a consumer say "I Am a Consumer."
6. Do you have credit?
7. What is meant by advertisement layout.
8. Since most budgets need to be checked for accuracy, add 9850 703, and 567 on the back of this paper.
9. Are teenagers the biggest spenders?
10. Are labels important?
11. Call out your first name when you get to this point.
12. If you think you have followed directions up to this point call out "I Have."
13. Now subtract 8950 from 9850, on the back of this paper.
14. Put a circle around your answer. Put a square around the circle.
15. Count out loud in your normal speaking voice backward from ten to one.
16. Think about the title and the first sentence and the directions given.
17. Now that you have finished reading carefully, do only sentence one and ten.
18. Remember, tags and labels are important to today's consumer. Be an informed consumer.

WE ARE ALL CONSUMERS

C M II 16



—Persons who use Goods and Services.

ASSIGNMENT 8

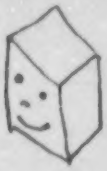
CONSUMERISM

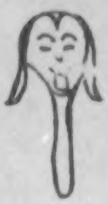
ASSIGNMENT SHEET 4

Instructions for making puppets:

Can use paper bags for hand puppets, or popsicle sticks and paper for puppets.

To make the popsicle stick puppets you get paper and wrap it around the popsicle stick. Tie at the end of paper with rubber band. Then make the face of the puppet on the paper. You can use yarn for hair or nylon or pantyhose for hair. Crepe paper could be used also. Can use buttons for eyes. Can make a stage out of a box.





(Cut on line)

ASSIGNMENT SHEET 5

Choose a product that you may want to work with. Then find it in a magazine, and cut it out. The teacher will give you construction paper for background.

Do not use the same words used on commercials or ads for your product. Make your own advertisement using the words from the magazine. For instance: you want the word happiness. Choose letters and paste them on the construction paper. The letters can be small and big. A layout is an idea on paper before it goes to print.

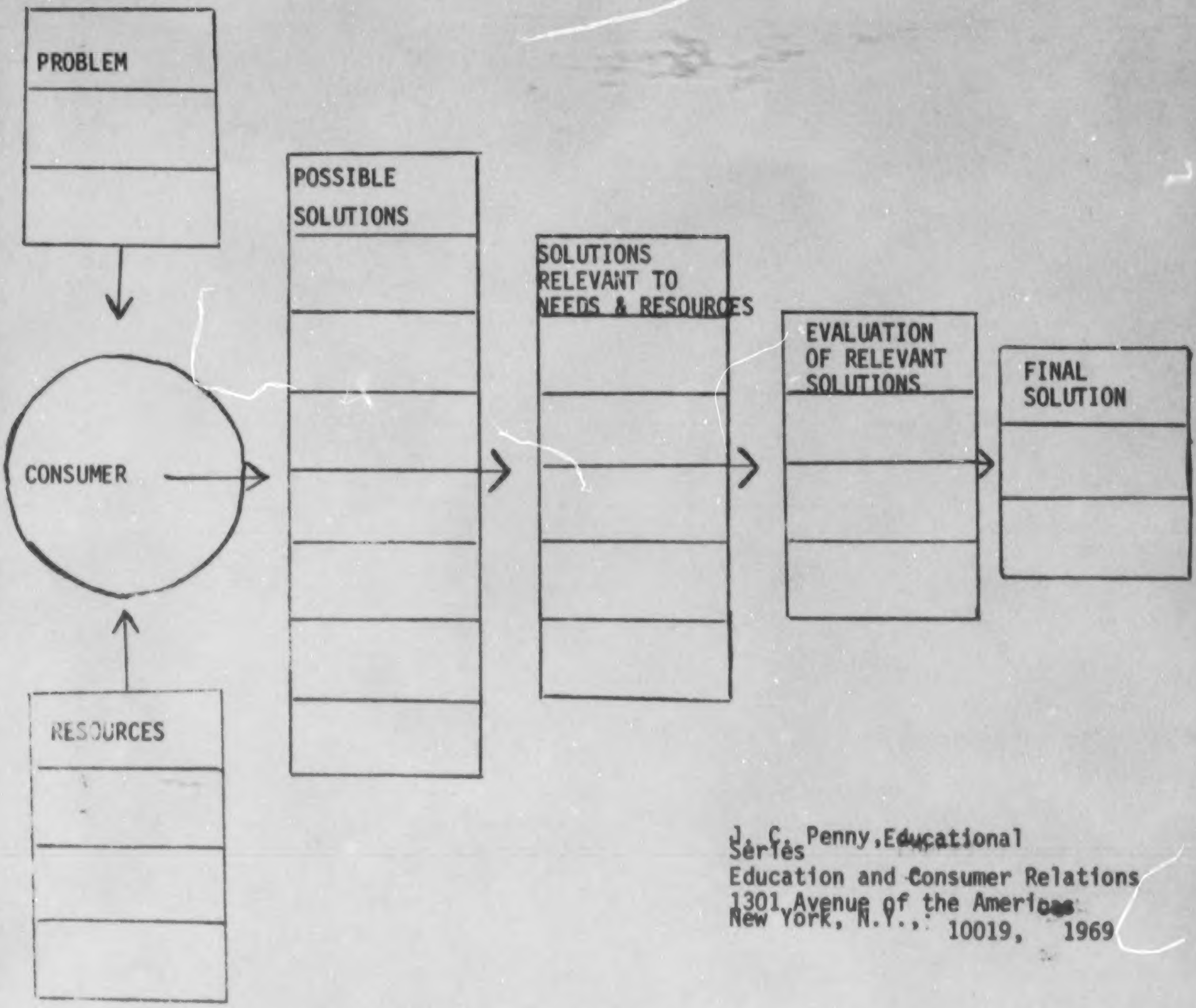
DIRECTIONS FOR TEACHER

INSTRUCTIONAL MATERIALS

VII. Layout for an Advertisement use of Assignment sheet 6.

ASSIGNMENT SHEET 7

DECISION MAKING FOR CONSUMERS


PROBLEM
CONSUMER
RESOURCES
POSSIBLE SOLUTIONS
SOLUTIONS RELEVANT TO NEEDS & RESOURCES
EVALUATION OF RELEVANT SOLUTIONS
FINAL SOLUTION

J. C. Penny, Educational Series
Education and Consumer Relations
1301 Avenue of the Americas
New York, N.Y., 10019, 1969

CONSUMERISM

SYNECTICS MODEL

ASSIGNMENT SHEET 8

The synection model is used to help develop creative thinking and a greater understanding of new words or ideas. For additional information see Synectics Model listed in References

TEACHER - LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What is conservation? (Have the word on board or card)	Saving the trees or gas
How have you heard the word conservation or conserve used?	You should conserve gasoline. Conservation is important to our future.
Most of us seem to have an idea of what conservation is. Now let's see how you can compare conservation to an animal. What animals do you think are like the word conservation. Why?	Squirrels because they store nuts. A cow is like conservation because we use all of it to help us. Camels, because they store up water for a long trip.
You named a squirrel, a cow and a camel. Which of these animals makes the strangest comparison to conservation.	A cow is strange because it doesn't save or help conservation.
Now describe a cow.	They eat a lot of grass. Cows chew their cud.
What else do you know about cows?	They give us milk. They have several stomachs.
Now lets pretend you are a cow. How do you feel and act.	I feel lazy, but happy. MOO! I eat a lot.
Now that you are a cow what are some words that explain how you feel?	Lazy-Happy Sad - Smelly Big - Scared

CONSUMERISM

SYNECTICS

Which of these words seem to be opposites? Which ones fight each other?	Happy and Sad Big and Scared
Which pair is the hardest to imagine together?	Happy and Sad
Think of a machine that could be both happy and sad.	A television A record player A car
Which machine is the best example of Happy and Sad? Why?	Television - Can only be truly alive when we see it Car - Without a driver it is sad because it can't move around.
Let's vote on the best example of a sad and happy machine	Car

Now let's take the ideas we've learned about conservation to make a collage. Select pictures that show what you have learned about conservation and WHY it is important.

CONSUMERISM

SAMPLE CHECK LIST - ASSIGNMENT 9

Over the weekend see how your family uses these resources:

1. Water - How many times did someone run the water for awhile before drinking it?
   Dad ________ Mom _________ Brother _____________ Sister __________
   You _____________

   Was the washing machine loaded to capacity? Yes _____ No ______

   When washing dishes did you put water to rinse or did you run the water to rinse? _______________________

2. Electricity - How many times did you find a light on in the house and no one there to use it? ______________________

   How many times did you open the refrigerator just to look for something to eat? ________________

   Are there any frayed cords in your home? Yes __________ No ________

   Are all plugs in correctly? Yes __________ No ________

   Are there any overloaded wall sockets. If so, how many? ______________

3. Heat - Electric or Gas

   How many times did you open the door and leave it open while the heat was on? __________

   How high was your thermostat left on throughout the weekend?

4. Food How many times did you throw away food? ________________

   How many times did anyone in your home throw away food? _____________________

   Was any foil thrown away? Yes _______ No _________

5. Gas How many times were trips made unnecessarily by car?_________

THIS CHECK LIST WILL HELP YOU SEE WHERE YOU AND YOUR FAMILY CAN CONSERVE IN SOME WAY AND HELP PRESERVE OUR NATURAL RESOURCES WHICH WILL HELP US MEET OUR NEEDS AND WANTS.

CONSUMERISM

TEST

I. Matching. Place the letter of the best answer in the blank in front of the first column.

____ 1. Value

____ 2. Attitudes

____ 3. Needs

____ 4. Supply

____ 5. Advertising

____ 6. Gimmick:

____ 7. Conservation

A. What is available to the consumer.

B. Saving on natural resources.

C. Things that are important to you.

D. The things that are necessary for living

E. Ways to make a produce look good.

F. Along with values, these help you choose your products.

G. Tells you what is available and makes you want to buy a product.

II. True or False. Read the following statements and mark them with a (+) if true or a (-) if false.

____ 1. Food, clothes and records are goods which you buy and use.

____ 2. Advertising is misleading.

____ 3. According to consumer laws, the advertiser must provide what they say they will.

____ 4. Consumers pay higher prices for goods because of shoplifting and cheating.

____ 5. Teenagers are not expected to demand rights.

III. Completion. Fill in the blanks with the best word(s) to complete the sentence.

1. When people need or want a product, other people will provide it. This is called the cycle of ______________ and ______________.

2. If the product is in great supply, but the demand is ______________, the prices will go down.

3. To provide the life style you are used to, it is necessary to begin to save now on natural ______________.

4. It is necessary to allow ______________ for new resources to be discovered.

CONSUMERISM

IV. Short Answer. Answer each of the following questions as completely as possible.

1. Define CONSUMER

2. List three (3) services used by you or your family.

   a)

   b)

   c)

3. List three (3) NEEDS:

   a) b) c)

4. List three (3) WANTS:

   a) b) c)

5. How does the family meet the needs of each of its members?

6. Four (4) examples of natural resources are:

   a)

   b)

   c)

   d)

7. You have saved up $100 to buy yourself a bicycle. Now you have to make a DECISION. Which bicycle will you choose? You have to DECIDE between a 10-speed bicycle for $99, a 3-speed for $84, or a regular bicycle for $64.

   Follow the five (5) steps of DECISION MAKING and decide which is the best bike for YOU to buy.

   STEP 1:
   STEP 2:
   STEP 3:
   STEP 4:
   STEP 5:

CONSUMERISM

ANSWERS TO ASSIGNMENT SHEET

I. A. 1. Examples for goods and services:
Goods: clothes, radio, bicycle
Services: Waitress, Barber, Beautician

2. Maybe you chose it because you like it. May not have chosen one of the others because you didn't like the color, or the make.

a. What it says about values is that certain things are important to you. Attitudes are how you feel about something.

3. Yes, needs and wants change when you get older. Yes, a change in your life does bring about changes in your needs. Your responsibilities add to the change in wants and needs.

II. A. Evaluated by teacher.

V. C. As a responsible consumer it is important to compare brands. Others can tell you about it.

VI. D. As a responsible consumer it is important to read labels, directions, and contracts and to follow instructions.

VII. A. Conservation means to preserve the resources which are available to people at this time.

B. Some of the natural resources are: gas, oil, trees, water and food.

Some of the ways to save these natural resources are: by car pooling to save on gas. Not to cut trees down without planting some to take its place. To serve yourself just what you're going to eat, which will save on the waste of food. Water can be used wisely, by not letting the water run for a long time before getting a drink of water. Not allowing the water to run off into the street when watering the lawn or flowers.

CONSUMERISM

MAGIC SQUARES ANSWERS

MAGIC NUMBER: 15

A - 8
B - 1
C - 6
D - 3
E - 5

F - 7
G - 4
H - 9
I - 2

CONSUMERISM

CONSUMER"S TEST ANSWERS

1. Matching

C 1.
F 2.
D 3.
A 4.
G 5.
E 6.
B 7.

II. True or False

+ 1.

- 2.

+ 3.

+ 4.

- 5.

III. Completion

1. Supply and demand
2. Low
3. Resources
4. Time

IV. Short answer

1. A person who uses goods or service
2. Example: dry cleaner, barber, bakery
3. Example: food, water, air
4. Example:
   Record player
   Bicycle
   Skateboard
5. By being a consumer
6. a. Natural gas
   b. Air
   c. Wood
   d. Water
7. Follow decision making steps

WHO AM I AND HOW DO I RELATE TO OTHERS

LEVEL II

UNIT OBJECTIVE

At the end of the unit the student will be able to demonstrate and improved self understanding, identify factors influencing friendship, and identify some techniques for better family relationships by scoring 75% or better on the unit test.

SPECIFIC OBJECTIVES

At the end of the unit the student should be able to:

1. Match terms associated with the unit to the correct definition.
2. Cite examples of their own inherited characteristics.
3. Cite examples of their own acquired characteristics.
4. Demonstrate an understanding of self-concept, and identify factors that have influenced self-concept.
5. Distinguish differences between attitudes and behaviors.
6. Identify the changes occurring in adolescents because of the maturation process.
7. Give examples of everyone's basic needs and differentiate between physical and emotional needs.
8. Give illustrations of how basic needs affect observable behavior.
9. Develop a list of desired characteristics in friends and classify.
10. Write a list of roadblocks that deter friendships.
11. List three behaviors and tell how they influence behavior.
12. Compile a list of goals for himself.
13. Determine what steps he must follow to achieve these goals.
14. Match priviledges with responsibilities your parents could reasonably expect from you.
15. Plan a special activity that you can carry out with your family.

WHO AM I AND HOW DO I RELATE TO OTHERS

SUGGESTED ACTIVITIES

I. Suggested activities for instructor

A. Provide participant with the objective sheet.

B. Provide participant with information and assignment sheets.

C. Pass out information sheet and read through Part I, "Terms and Definitions."

D. Discuss these sections on Information Sheet.
Present concept development and differentiate between physical and emotional needs.

E. Give instruction sheet for "ME" bags. You may wish to construct a sample bag of the type you choose for the class to complete. Discuss "My Solar System."

F. Discuss IV on information sheet.
Present transparency for "Sphere of Influence."

G. Show film and lead discussion on film
Discuss information sheet section 6.

H. AND I. & I - Discuss information sheet sections VI and VII. Discuss individual differences in regard to the drive each individual may feel to satisfy each need.
Provide case study sheets.

Supervise writing of list on board. Help with wording, spelling, etc. Lead in the comparison of board list with information sheet.

K. Read students' stories orally and help classify reasons according to information sheet section 10.

L., Supervise study of information sheet 11, 12, 13.
M & N. Supervise assignment

O. Supervise assignment.

P. Hand out questionnaire concerning the family activities.
Give guidance in selecting and planning a realistic activity.

Q. Give final test.

WHO AM I AND HOW DO I RELATE TO OTHERS

II. Suggested activities for students

A. Read and discuss information sheet.
Prepare flash cards from information sheet and have relay races with finished cards. SEE JOB SHEET 1.

Match terms and definitions on paper. SEE ASSIGNMENT SHEET 1
Complete crossword puzzle on definitions. SEE ASSIGNMENT SHEET 2.

B. Discuss II and III on information sheet.
Make a list of 5 of his own inherited and 5 of his acquired characteristics.

C. Choose 2 inherited characteristics from your list and tell who you think you inherited the characteristic from.
Choose 1 acquired characteristic from your list and tell what environmental influence you think was important.

D. Value clarification 1
Construct a "ME" bag using information on job sheet.
ASSIGNMENT SHEET 3A
ASSIGNMENT SHEET 3B
Discuss IV on information sheet and view transparency of sphere of influence.

E. Construct My Solar System — TRANSPARENCY I
ASSIGNMENT SHEET 4

F. Go over list of behaviors and attitudes on information sheet. Add to the list.

G. View film "Steps to Maturity and Health." — DISCUSS INFORMATION SHEET 4
TEACHER ACTIVITY 1

H. Study information sheet "Basic Needs" and "Influence of Needs on Behavior." From case study sheet identify the basic need that is not being met, and the effect this has on the behavior of the person in the case study. — ASSIGNMENT SHEET 5
Case Studies

I. Class members take turns going to the board and listing characteristics they consider important in a friend. List characteristics and classify as to desireability. — TEACHER ACTIVITY 2

J. Write short anonymous stories about why you don't make friends easily with certain people. ASSIGNMENT SHEET 6

Classify reasons using list of roadblocks from information sheet. TEACHER ACTIVITY 3

K. Read these sections on information sheet.
L. Choose 4 of his own goals and tell how he plans to reach the goal and what values will affect his choices in
M. reaching these goals. ASSIGNMENT 7
Goals and Values

N. Make a list of 3 privileges you would like to have that you don't currently have.
Read Information Sheet XIV.
Identify responsibilities you must accept to earn privileges listed above.

O. Select a project from the list on Information Sheet XV or other project approved by the teacher and carry it out with your family.
Turn in a report concerning your project.
ASSIGNMENT SHEET 9

II. References:

1. ME UNDERSTANDING SYSTEM AND OTHERS - Charles A. Bennet Co.

2. TEEN HORIZONS - AT HOME, AT SCHOOL - The McMillan Co.

3. Teen Guide to Homemaking - Webster division, McGraw Hill Co.

Text book - Below grade level (4th)

1. YOU LEARN AND CHANGE - (orange) Harcourt, Brace, Jovanovich

Films

L. Steps to Maturity and Health - Walt Disney - Available from Albuquerque Public Schools

Additional References -

Most general Home Economics Texts have sections relating to the unit and those at your disposal should be examined for possible use.

WHO AM I AND HOW DO I RELATE TO OTHERS?

INSTRUCTIONAL MATERIALS

I. Included in this unit.

   A. Objective sheet

   B. Suggested activities for the teacher

   C. Suggested activities for the student

   D. References

   E. Activity sheets for the teacher

   F. Information sheet

   G. Transparency master - Solar System

   H. Assignment sheets

      1. Assignment sheet 1 - Flash card game and matching

      2. Assignment sheet 2 - Puzzle

      3. Assignment sheet 3 - Me Bag

      4. Assignment sheet 3B - Inherited and acquired characteristics

      5. Assignment sheet 4 - My Solar System

      6. Assignment sheet 5 - Case studies

      7. Assignment sheet 6 - Roadblocks to friendship

      8. Assignment sheet 7 - Goals and values

      9. Assignment sheet 8 - Privileges and responsibility

      10. Assignment sheet 9 - Family project

   I. Answers to assignment sheets number 1, 2 and 5.

   J. Test

   K. Test answers

WHO AM I AND HOW DO I RELATE TO OTHERS?

INFORMATION SHEET

UNIT OF INSTRUCTION

I. TERMS AND DEFINITIONS.

A. Inherited characteristics - Traits received from one's parents ancestors.

B. Acquired characteristics - Traits that result from your own environment.

C. Self-concept - The picture a person has of himself.

D. Behavior - The way in which a person acts.

E. Attitude - A learned way of looking at things.

F. Maturation - The steps to becoming grownup.

G. Hormones - Chemicals produced by the body that regulate the growing up process

H. Basic needs - Needs common to all people

I. Physical needs - Things needed by the body in order to stay alive and healthy.

J. Personal needs - Things needed by people in order to be happy and well-adjusted.

K. Values - The things you consider important.

L. Goals - Those things in the future you are willing to work for.

II. List of some inherited characteristics:

a. Eye color b. Hair color c. Temperant d. Body build
e. Mental ability

III. List of some acquired characteristics

a. Tastes b. Likes and dislikes c. Prejudices d. outlook on life
e. Flexibility

WHO AM I AND HOW DO I RELATE TO OTHERS?

INFORMATION SHEET

IV. Influences on Self-concept

a. Parent's attitudes b. Peer attitudes c. Handling of responsibilities
d. Handling of new independence e. Other adults' attitudes toward us

V. LIST OF ATTITUDES (Learned way of looking at things)	LIST OF BEHAVIORS WHICH INFLUENCE ME (Attitudes)
a. Attitude toward money	Way I spend my money
b. Attitude toward independence	How do I earn independence? How do I handle independence?
c. Attitude toward school	How well do I use my total ability in school?
d. Attitude toward parents	How do I treat my parents?
e. Attitude toward friends	How do I make and keep friends?

VI. Steps in the maturation process

A. Physical

1. Breasts begin to develop
2. Body hair begins to grow
3. Voice changes
4. Menstruation
5. Awkardness
6. Unexplainable aches and pains
7. Sudden growth spurts
8. Facial hair on male

B. Emotional/Mental

1. Moodiness
2. Persecution complex
3. Sudden changes in friendships
4. Sudden highs and lows
5. Self-consciousness
6. Great need for acceptance
7. Emotional see-saw

WHO AM I AND HOW DO I RELATE TO OTHERS:

INFORMATION SHEET

VII. Examples of everyone's basic needs

A. Physical

1. Food 2. Water 3. Air 4. Exercise 5. Shelter
6. Protection from heat 7. Protection from cold

B. Emotional

1. The need for love and to be loved 2. The need for independence 3. The need for belonging 4. The need for approval 5. The need for mental stimulation

VIII. How needs affect behavior

A. Needs are met

1. Love - security
2. Independence - responsibility
3. Approval - acceptance
4. Belonging - security
5. Mental stimulation - learning
6. Physical needs - health
7.

B. Needs not met

1. Love - jealousy
2. Independence - frustration, rebellion
3. Approval - critical attitude
4. Belonging - jealousy, insecurity
5. Mental stimulation - ignorance
6. Physical needs - illness

IX. Desired characteristics in friends

1. Cooperative 2. Cheerful 3. Dependable 4. Kind 5. Pleasant
6. Courteous 7. Tactful 8. Friendly 9. Thoughtful

X. Roadblocks to friendships

1. Peer pressure 2. Parent influence 3. Personal insecurities
4. Social pressure 5. Selfishness

WHO AM I AND HOW DO I RELATE TO OTHERS?

XI. Values and their influence

VALUES	INFLUENCE
a. Education	Attend school regularly, study hard
b. Religion	Go to church, contribute money, participate in church youth group
c. Family	Show love for family, show consideration for other family members, spend time with family, accept responsibilities in the family
d. Money	Earn, spend wisely, save, invest
e. Honesty	Tell the truth even when the consequences are negative.
f. Work	Job satisfaction, rewards earned
g. Friendship	Efforts made to make and keep friends

XII. Sample list of goals

A. Make straight A's
B. Make the team
C. Make parents proud
D. Get a driver's license
E. Get a car
F. Get a later curfew
G. School recognition
H. More fashionable clothes
I. A job
J. A boyfriend or girlfriend
K. A raise in allowance

XIII. Steps to help us achieve our goals

A. Sample goal - improved our goals

1. Study hard
2. Cut down play time
3. Get extra help
4. Complete all assignments

B. Sample goal - Making the football team

1. Eat properly
2. Exercise to build muscles
3. Acquire knowledge
4. Listen to coach
5. Study plays
6. Practice

C. Sample goal - Making parents happy

1. Follow rules
2. Finish responsibilities
3. Don't gripe
4. Show consideration

WHO AM I AND HOW DO I RELATE TO OTHERS?

XIV. Privileges and related responsibilities

	PRIVILEDGE	RESPONSIBILITY
A.	Later curfew	Show parents you can follow rules by getting home on time
B.	A larger allowance	Spend allowance wisely, prove to parents. You will take on more more willingly
C.	Choosing your own cloths	Not wasting money on fad clothes, buying wisely even if it's only jeans, choosing to meet age and activity
D.	Dating	Help parents to meet friends and get to know them, plan group and double dates.

XV. Suggested list of family fun activieies.

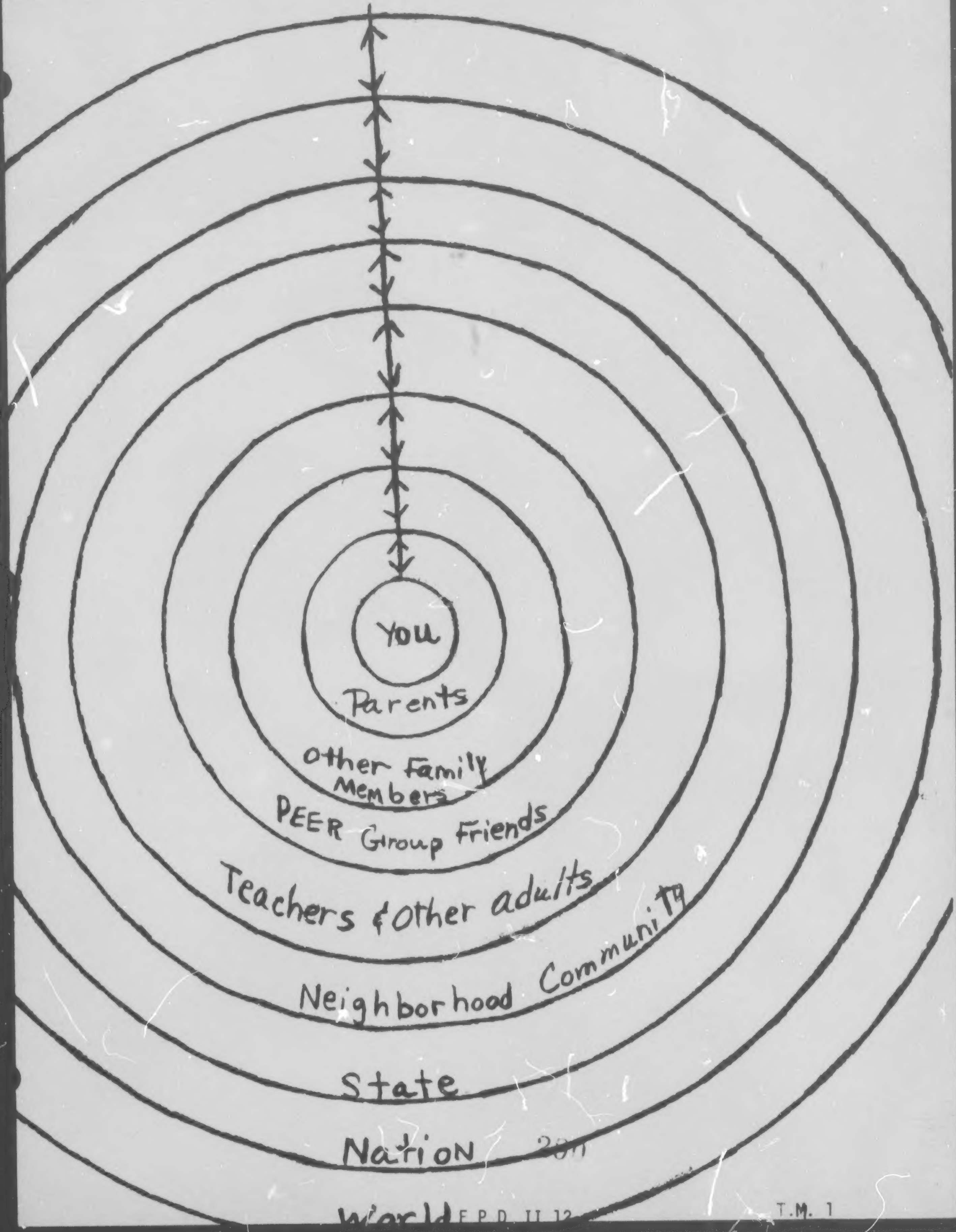
A. Bowling
B. Amusement parks
C. Taffey pull
D. Family game night
E. Ball games
F. Movies
G. Picnics
H. Working around the house
I. Re-doing a room
J. Plan a party

WHO AM I AND HOW DO I RELATE TO OTHERS?

TEACHER GUIDE FOR TRANSPARENCY

This chart shows the people who influence teen-agers. Generally, the influence of others begins with our parents and continues outwardly as we grow chronologically. The age of early adolescence is the time when a person has the most relationships with others. This chart also pinpoints the strongest influences on teen-agers, from parents outwardly. Note that the top of the diagram, the arrows point each way, indicating that we are not only influenced by others, but have an opportunity to influence them in about the same order. Point out that some individuals may feel a slight difference in this usual order. Sometimes other family members may have more influence than parents, and sometimes teen-agers let peer pressure overshadow the influence of the home.

SOLAR SYSTEM


You
Parents
Other Family Members
PEER Group Friends
Teachers & Other adults
Neighborhood Community
State
Nation
World

WHO I AM AND HOW DO I RELATE TO OTHERS?

DIRECTIONS TO BE USED WITH ACTIVITY F.

TEACHER ACTIVITY SHEET I - CONCEPT DEVELOPMENT TECHNIQUE TO IDENTIFY BASIC HUMAN NEEDS

Prepare a set of pictures from magazines. Some of the pictures should represent basic needs, such as nutritious food, water, air, love, etc. These pictures should be labeled "YES". Some other pictures should be included and labeled "No." Show the pictures one at a time, beginning with a "Yes" picture. Allow the students to ask yes/no questions to determine the concept you are developing.

INDUCTIVE REASONING TECHNIQUE

INDUCTIVE REASONING TECHNIQUE - DIVIDING NEEDS INTO PERSONAL NEEDS AND PHYSICAL NEEDS

After the concept has been determined, ask students if the yes pictures can be divided into 2 groups. What basis would they use in the division? What do some pictures have in common with each other? Lead students to divide pictures into personal needs and physical needs. Help them to develop a definition for each group or type and then compare this definition with the one on the information sheet.

WHO AM I AND HOW DO I RELATE TO OTHERS?

TEACHER ACTIVITY SHEET 2 - INDUCTIVE REASONING TECHNIQUE TO DETERMINE DESIRABLE CHARACTERISTICS OF A FRIEND

Procedure:

Have students list on the board as many characteristics of people as they can think of. (Dividing the class into 2 groups and letting the activity become a contest may stimulate more thinking.) You may select a writer or let each student go in turn and write his or her ideas. After a number of characteristics have been listed lead them to divide the characteristics into groups. You will want the students to use a questioning technique: To groups and refine the list. Suggested questions the teacher might start with are: Do these characteristics seem to fall into any sort of groups? What kinds of groups might we put them into? Does everyone feel that a given characteristic will go in the same group? Hopefully, they will divide the characteristics desired in a friend and the ones they consider undesirable. After the division is made, lead the students to draw conclusions concerning the characteristics desired and relate these to themselves. The main purpose is to get the students to question.

WHO AM I AND HOW DO I RELATE TO OTHERS?

TEACHER ACTIVITY SHEET 3 - INDUCTIVE REASONING TECHNIQUE - ROADBLOCKS TO FRIENDSHIP

Procedure:

After students complete Assignment sheet 6, collect the stories. Read the stories orally. Have a student write on the board in a few words the reasons given in each story for not making friends easily. (Write the reasons after each story. Try to include some reasons from each, even if they are similar.) Lead students to classify these reasons into groups. Compare the divisions they made with the "Roadblocks to Friendship" list, number X on the information sheet. Help the students to draw the conclusion that we all have some problems in making friends and that these reasons are so similar that they can be classified into some general groups.

WHO AM I AND HOW DO I RELATE TO OTHERS?

ASSIGNMENT SHEET 1

FLASH CARDS AND GAME

Materials needed:

1. Tagboard pieces approximately 6" x 12" - 12 pieces
2. Magic markers for lettering

Instructions for making cards:

Write the definition for each of the terms in Part I of the Information sheet on the tagboard pieces. Write one definition on each sheet. Write large enough that it can be seen across the room.

On the reverse side of the tagboard write the word you have defined.

Instructions for game:

Divide the class into two groups. Set one student or the teacher to be leader. Show the first definition to the first person on each team and see which person can identify it first. The person saying the word first earns a point for his team.

(Note - If the class is large you may want to construct several sets of cards and play the game in groups.)

See next sheet for written part of Activity.

WHO AM I AND HOW DO I RELATE TO OTHERS?

ASSIGNMENT SHEET 1 - MATCHING

Match the following words with the appropriate definition:

________ A. Inherited characteristics

________ B. Acquired characteristics

________ C. Self-concept

________ D. Behavior

________ E. Attitude

________ F. Maturation process

________ G. Hormones

________ H. Basic needs

________ I. Physical needs

________ J. Personal needs

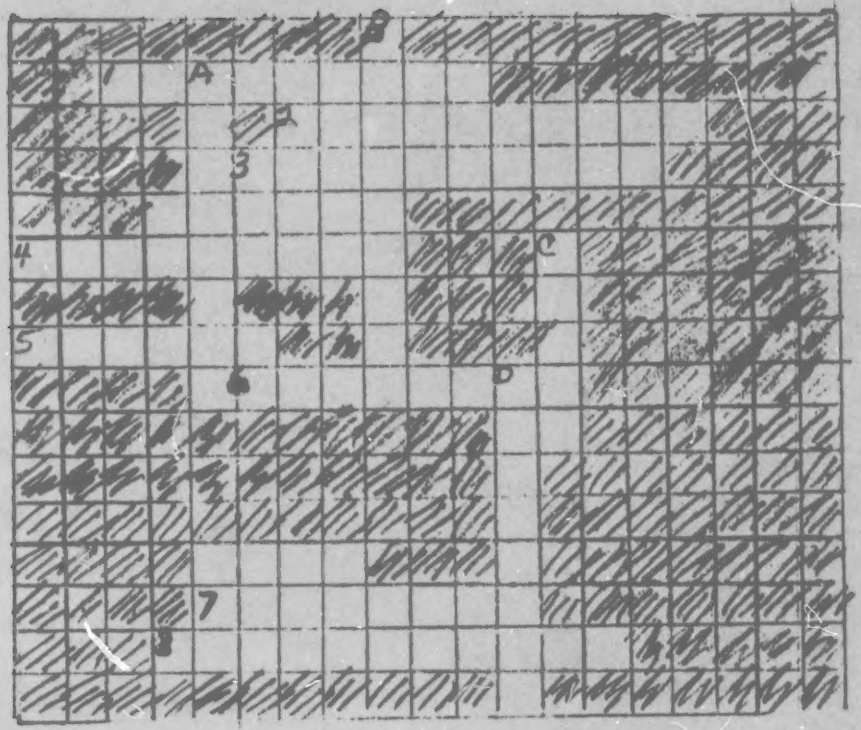
________ K. Values

________ L. Goals

1. The picture a person has of himself.
2. The steps to becoming grown-up.
3. Things needed by the body in order to stay alive and healthy.
4. Chemicals produced by the body that regulate the growing up process.
5. Traits received from our parents and other ancestors.
6. A learned way of looking at things, people and actions.
7. The things you consider important
8. Things needed by people in order to be happy and well-adjusted
9. Traits that result from your own environment.
10. Those things in the future that you are willing to work for.
11. Needs common to all people.
12. The way in which a person acts.

WHO AM I AND HOW DO I RELATE TO OTHERS?

ASSIGNMENT SHEET 2 PUZZLE



1. Traits received from one's parents or other ancestors.
2. The steps in becoming grown-up is the ________________process.
3. Needs common to all people
4. Things needed by people in order to be happy and well-adjusted.
5. The things that you consider most important
6. Things needed by people in order to stay alive and healthy.
7. The way in which a person acts.
8. The picture a person has of himself.
    - A. Chemicals produced by the body that regulate the growing-up process.
    - B. A learned way of looking at things, people and actions.
    - C. Traits that are a result of your own environment
    - D. Traits that are a result of your own environment.

WHO AM I AND HOW DO I RELATE TO OTHERS?

ASSIGNMENT SHEET 3 (A&B) - MAKING A "ME" BAG

"ME" bag.

Materials needed:

1. An ordinary paper bag.
2. Five items brought from home by each student that will fit into the bag and give some clue to that person's personality.

Instructions:

Take an ordinary paper bag. Place 5 items from home in your personal "me" bag. There should be no discussion with other students about the objects you choose to bring Keep them secret. Give the bag to the teacher. At the chosen time the teacher will pass each bag around and let each student see the items in the bag. Students will try to determine whose bag each one is from looking in the bag. Perhaps they can guess why you chose the items for your bag that you did.

OR

"Me" bag

Materials needed:

1. Paper bag
2. Old magazines
3. Paste or glue
4. Scissors (Optional

Instructions:

The purpose of the "Me" bag is to explain who you are to others in pictures rather than words by making a collage from a paper bag. A paper bag is chosen because it has an outside and an inside and you have an "outer me" and an "inner me." Tear or cut pictures from magazines which represent both parts of yourself. On the outside you may wish to place pictures which represent your favorite activities, hobbies, even foods. On the inside place pictures which represent your future plans and goals, your inner feelings, perhaps your fears and frustrations.

Share the bags with other class members. You may show the bag to the class and explain why you chose certain pictures, you may let them guess why you chose the pictures or you may show your bags to each other in pairs or small groups, discussing them together.

WHO AM I AND HOW DO I RELATE TO OTHERS?

ASSIGNMENT SHEET 3B - INHERITED AND ACQUIRED CHARACTERISTICS

List 5 of your own personal inherited characteristics.

1.

2.

3.

4.

5.

Choose 2 of these and tell who you think you inherited them from.

1.

2.

List 5 of your own acquired characteristics.

1

2.

3.

4.

5.

Select one of these and tell what environmental influence was important in its development.

1.

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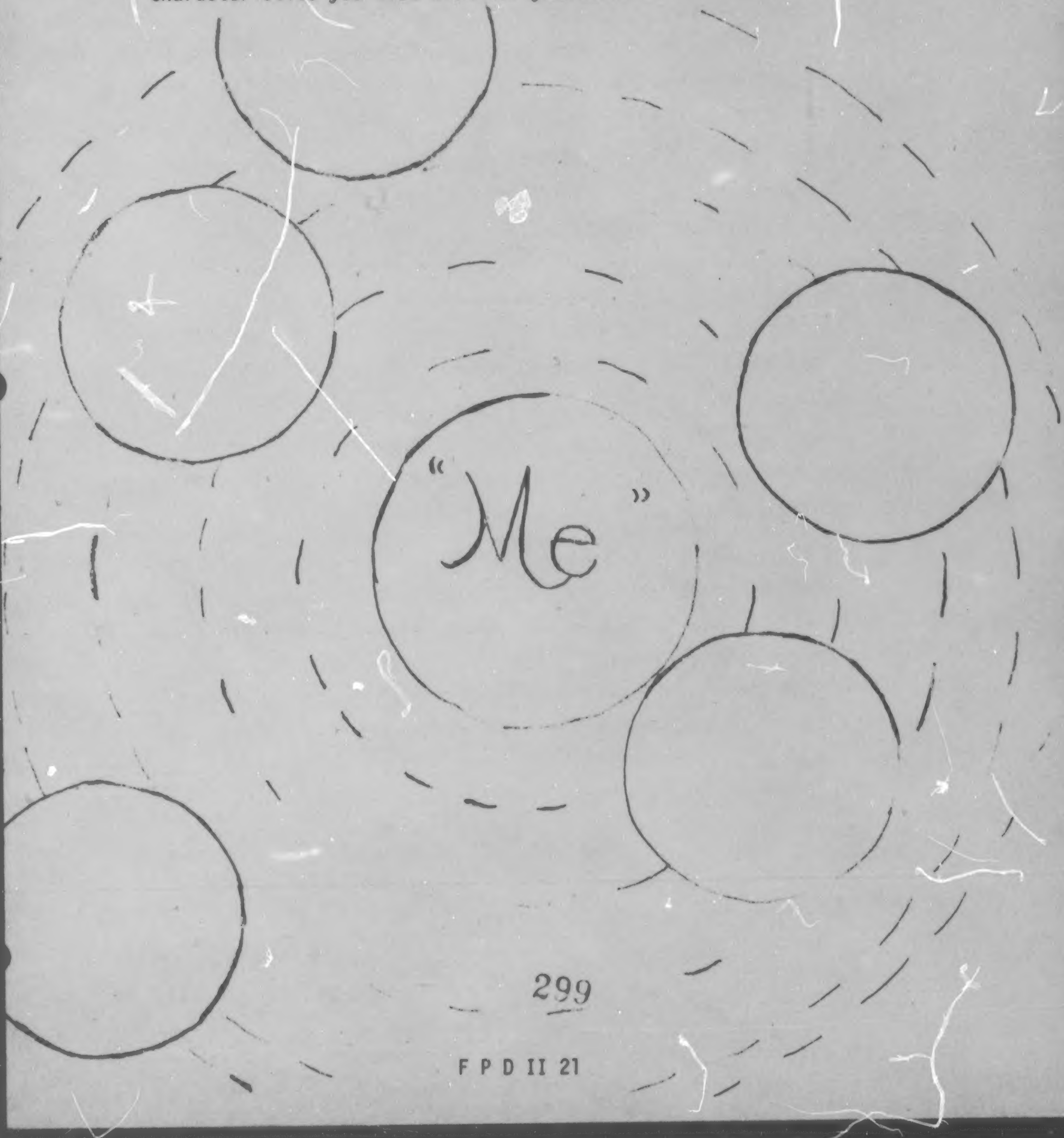
WHO AM I AND HOW DO I RELATE TO OTHERS?

ASSIGNMENT SHEET 4 - MY SOLAR SYSTEM

Label your own personal solar system as follows. The center of the solar system is labeled "ME." Label each moon as the people who have influenced you. Label those who influence you most as the nearest moons. Inside the space of each planet write personal characteristics you think each of these people want you to have. Now, underline those characteristics you also wish for yourself.



WHO AM I AND HOW DO I RELATE TO OTHERS"

ASSIGNMENT SHEET 5 - CASE STUDIES

Read each of the case studies below. Tell which of the basic personal needs you think the person in the story is trying to satisfy and explain your answer. Can you suggest any solutions?

1. Mary is new in school. She hangs around a group of girls including her next door neighbor, Susan. Mary often brings nice articles of clothing and pieces of jewelry to Susan's house and urges her to borrow them, even though Susan does not take very good care of the things she does borrow. Mary's mother disapproves of her lending clothing.

2. Terry and his father are often at odds with each other these days. Terry has the job of caring for the yard, and does a fairly good job, but his father complains because he waters in the evening instead of the early morning, and insists that he is not trimming the hedge more often, so that it always looks nice, and that it is unfair for his father to expect him to get up earlier in order to water before it gets hot, and that evening watering is just as good.

3. Betty is the class clown. She waltzes into class late 2 or 3 days a week, even though she has to make up time after school as a result. When the teacher's back is turned she catches the eye of other students and makes faces at them to cause them to laugh.

4. Jill's mother has recently remarried and is not spending as much time with Jill as she previously did. Jill complains and whines about aches and vague pains, and her mother suspects these are partly, at least, imaginary. Twice in the last 3 weeks Jill has complained of not feeling well enough to go to school, but has seemed to feel fine later in the day when she and her mother are home alone.

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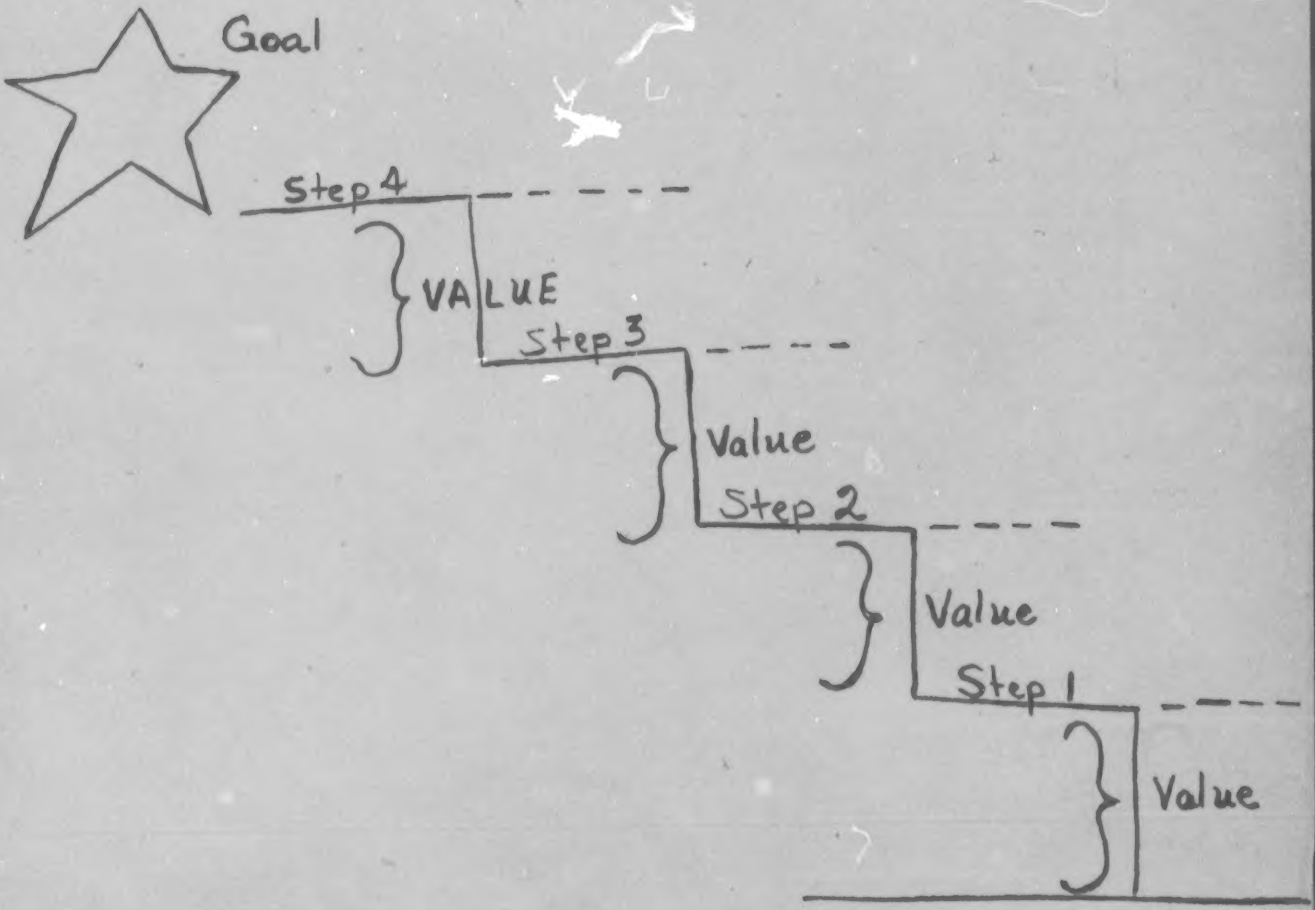
WHO AM I AND HOW DO I RELATE TO OTHERS?

ASSIGNMENT SHEET 6 - ROADBLOCKS TO FRIENDSHIP

Write a short anonymous story that tells why you do not make friends easily. You may write in the first person, or you may write about a fictional character or a person from your experience (no real names, please.) Tell why the person in your story does not have as many friends, or the the particular friends he or she wishes to have. Be as honest and frank in your reasoning as you can. You need not put your name on the paper.



WHO AM I AND HOW DO I RELATE TO OTHERS?

ASSIGNMENT SHEET 8 - PRIVILEGES AND RESPONSIBILITIES

In the space below list 3 privileges that you would like to have that you do not now enjoy. Tell what responsibilities you could reasonably be expected to assume in order to earn these privileges.

PRIVILEGES	RESPONSIBILITIES
1.	
2.	
3.	

I. MATCH THESE TERMS WITH THEIR CORRECT DEFINITION.

A. Inherited characteristics	_____	1. The picture a person has of himself.
B. Acquired characteristics	_____	2. The way in which a person acts.
C. Self-concept	_____	3. Traits received from one's parents and other ancestors.
D. Behavior	_____	4. Traits that result from your own environment.
E. Attitude	_____	5. Needs common to all people.
F. Maturation	_____	6. The things you consider important.
G. Hormones	_____	7. A learned way of looking at things, people, and actions.
H. Basic needs	_____	8. Things in the future that you are willing to work for.
I. Physical needs	_____	9. The steps to becoming grownup
J. Personal needs	_____	10. Chemicals produced by the body that regulate these growing up processes.
K. Values	_____	11. Things needed by the body in order to stay alive and healthy.
L. Goals	_____	12. Things needed by people in order to be happy and well adjusted.

II. List 3 inherited characteristics.

III. List 3 acquired characteristics.

IV. List three influences on self-concept.

V. List 2 attitudes and how they affect behavior.

VI. List 3 steps each in both the PHysical and Emotional Maturation process.

VII. Give 3 examples of physical needs.

Give 3 examples of personal needs.

WHO AM I AND HOW DO I RELATE TO OTHERS?

UNIT TEST

VIII. List 3 examples of behavior when needs are met.

List 3 examples of behavior when needs aren't met.

IX. State 5 examples of desired characteristics in friends.

X. List 3 roadblocks when developing friendships.

XI. List four of your values and how they influence you.

XII. State five goals you have for the near future.

XIII. State what steps you must follow to achieve your goals.

XIV. List two privileges you want and the responsibilities you must accept to achieve these privileges.

XV. Make a list of 5 "Family Fun Activities" you can do with your family.

WHO AM I AND HOW DO I RELATE TO OTHERS?

UNIT OF INSTRUCTION

ANSWERS TO ASSIGNMENTS

ASSIGNMENT SHEET I

A-5
B-9
C-1
D-12
E-6
F-2
G-4
H-11
I-3
J-8
K-7
L-10

ASSIGNMENT SHEET II

1. Inherited
2. Maturation
3. Basic needs
4. Personal
5. Values
6. Physical
7. Behavior
8. Self-concept

A. Hormones
B. Attitudes
C. Goals
D. Acquired

ASSIGNMENT SHEET V

1. The need to belong - Mary is, in effect, trying to buy her way into Susan's group with her possessions.

2. The need for independence - Terry doesn't mind doing the yard, but he wants to do it his own way.

3. The need for approval - Betty wants the class to notice and approve of her even though the teacher punishes her. She may actually like the extra attention she gets from the teacher when she has to stay after school.

4. The need to love and be loved - Jill is insecure in her mother's love now that her mother has a new husband. She pretends not to feel well in order to give her mother a chance to prove her love and concern and stays home from school in order to have her mother's attention without other family members around.

WHO AM I AND HOW DO I RELATE TO OTHERS?

UNIT TEST ANSWERS

I. MATCH THESE TERMS WITH THEIR CORRECT DEFINITION.

A. Inherited characteristics	3	1. The picture a person has of himself
B. Acquired Characteristics	4	2. The way in which a person acts.
C. Self-concept	1	3. Traits received from one's parents and other ancestors.
D. Behavior	2	4. Traits that result from your own environment.
E. Attitude	7	5. Needs common to all people.
F. Maturation		6. The things you consider important.
G. Hormones	10	7. A learned way of looking at things, people and actions.
H. Basic needs	5	8. Things in the future that you are willing to work for.
I. Physical needs	11	9. The steps to becoming grownup.
J. Personal needs	12	10. Chemicals produced by the body that regulates the growingup process.
K. Values		11. Things needed by the body in order to stay alive and healthy.
L. Goals		12. Things needed by people in order to be happy and well adjusted.

II. List 3 inherited characteristics.

A. Eye color B. Hair color C. Temperament

III. List 3 acquired characteristics.

A. Tastes B. Prejudices C. Likes and dislikes.

IV. Parent's attitudes B. Peer attitudes C. Handling of responsibility

V. List 2 attitudes and how they affect behavior

Attitude toward money	How do I spend money?
Attitude toward parents	How do I treat my parents?

CLOTHING

LEVEL II

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify a plain woven fabric and demonstrate the ability to purchase the correct fabric for a project. The student will follow instructions and show proficiency in use of sewing equipment, including the use of the iron. The project will be evaluated with established guidelines. The student will determine appropriate clothing for self according to age and occasion and will distinguish the difference between fad and fashion. There are many careers in the clothing industry from which the student may choose.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify a plain weave
2. Distinguish widths
3. Read information on bolt
4. Describe the value of care labels
5. Demonstrate the ability to
   A. Follow instruction sheet
   B. Execute sewing techniques
      1) Clean finish
      2) Staystitching
      3) Making a seam
      4) Topstitching
      5) Lockstitching
   C. Use the iron correctly
   D. Use the scissors
   E. Trim and clip
6. Evaluate construction techniques - Limit one project per student
7. Select appropriate clothing for age and occasions.
8. Distinguish difference between fad and fashion
9. Identify careers relating to the clothing industry

CLOTHING

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheet

B. Provide students with information, assignment and job sheets

C. Make transparencies.

D. Discuss unit and specific objectives

E. Discuss information, assignment and job sheets

F. Conduct "concept development" activity

G. Give test

II. Optional enrichment activities:

A. Have the class construct a college of clothes for play schooland special occasions

B. Have a fashion show of school clothes

C. Make a loom with 2 colors of yarn to illustrate the plain weave.

D. Have an actual fabric to demonstrate plain weave and grain lines

E. Make a flannel board to illustrate the information given on bolt of fabric.

F. Choose an appropriate project for your students

G. Show a filmstrip on careers associated with the clothing industry.

III. Students

A. Read objectives

B. Study information sheet

C. Complete assignment sheets and turn in to instructor

D. Complete job sheet and turn in to instructor

E. Take test

CLOTHING

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheets
- C. Transparency master
    1. TM-1 Grainline of fabric
    2. TM-2 Plain Weave
    3. TM-3 Gingham check
    4. TM-4 Bolt information
- D. Assignment sheets
    1. Assignment sheet 1-Your fabric fact sheet
    2. Assignment sheet 2-Evaluate your project
- E. Job sheets
    1. Job sheet 1 - Cobbler Apron
    2. Job sheet 2 - Locker caddy
    3. Job sheet 3 - Tote or laundry bag
    4. Job sheet 4 - Stuffed animals, pillow
    5. Job sheet 5 - Ankle weights
    6. Job sheet 6 - Autograph pillow

    Each student only makes one
- F. Test
- G. Answers to test

CLOTHING

INFORMATION SHEET

I. Identify plain weave

A. Selvage

1. Smooth finished edge
2. runs up and down on both sides of fabric
3. has least amount of stretch

B. Lengthwise grains

1. Parallel to selvage
2. Least ground of stretch
3. Runs up and down

C. Crosswise grain

1. Perpendicular to selvage
2. Runs

D. Bias

1. A diagonal line formed by placing the crosswise threads even with the selvage

2. Fabric Purchasing

A. Learn to read the bolt

1. Fabric widths - 45"
2. Fiber content
    a. 100% cotton is a natural fiber
        (1) Advantage - easy to sew
        (2) Disadvantage - has to be ironed
    b. Cotton polyester blend is combination of cotton which is a natural fiber and polyester, which is man-made.
        (1) Advantage - easy to care for
        (2) Disadvantage - not as comfortable to wear
3. Price
    a. Varies from store to store
    b. Varies with fiber content
    c. Varies with supply and demand
4. Care labels
    a. Necessary for care of fabric
    b. Gives washing and ironing instructions
    c. By law, stores are required to give labels

CLOTHING

INFORMATION SHEET

B. Proper selection of fabric

1. Buy 45" wide
2. Buy cotton or polyester blend
3. Get care label
4. Determine amount needed according to the job assignment chosen

3. Techniques learned through use of sewing project

A. Instruction sheets are necessary

1. Tell you when to do each step
2. Tell you how to do each step
3. Tell you what supplies and equipment are needed

B. Definition of sewing techniques

1. Clean finish -
   (a) Pink
   (b) Turn under 1/4 inch and sew
   (c) Turn under 1/4 and then 1/2 inch and sew
2. Stay stitch -
   (1) Sew 1/2 inch from edge through a single thickness to prevent stretching
3. Make a seam
   (1) Put the right sides of two pieces of material together and sew 1/2 inch or 5/8 inch from the edge
4. Top stitch
   (1) Sew on the top of material
   (2) Used for construction or decoration
5. Lock stitch
   (1) Backstitch
   (2) Pull threads through and tie
   (3) Hold material and sew in place

C. Use the iron correctly

1. Iron should be held firmly but not tightly and when not in use, should be placed on end of iron rest.
2. Read instructions for turning on and when not in use should be turned off.
3. Set temperature for fiber which is most sensitive to heat
4. Moisture should be added according to manufacturer's instructions. Fabric will hold a crease better if pressed with steam.
5. Difference between pressing and ironing - ironing involves a sliding motion and pressing is a repeated lowering and lifting motion in which you do not bear down
6. How to press a seam - press both seam allowances to one side, then to the other side. Open seam allowances and press open down the middle

CLOTHING

INFORMATION SHEET

D. Use of proper equipment

(1) Pins
  (a) Use dressmakers or silk pins - beginners do not use plastic heads because of melting when pressing with iron
  (b) Place pins in pin cushion - open boxes often get upset and spilled
  (c) Place pins perpendicular to seam or hemline in order that you may sew over pins

(2) Scissors and shears
  (a) Scissors are usually less than 6" long and both handles of a pair of scissors are the same size
  (b) Shears are more than 6 inches long and have different sized handles. The large handle is for the fingers and the small one is for the thumb. Bent handles shears do not lift the material from the table.
  (c) Shears used for sewing should not be used for other jobs so they will stay sharp for cutting material
  (d) Scissors and shears should be carried with the point down and handed to a person with the handle toward them

(3) Seam gauge
  (a) Use a simple 6 inch gauge with slide indicator
  (b) Show ability to read inches and fractions of an inch

(4) Tape measure
  (a) Long narrow measuring instrument that does not stretch
  (b) May be in inches on one side and metric measures on the other side

E. Choice of project

(1) May be limited by time or sewing ability
(2) Students may choose from the following projects:
  Cobbler apron
  Locker caddy
  Tote or laundry bag
  Stuffed animals
  Ankle weights
  Autograph pillow

4. Clothes for me

A. Selecting appropriate clothing for this age

1. The clothes you wear help you belong to a group
2. Different clothes are worn for different occasions

CLOTHING

INFORMATION SHEET

(a) Play - comfortable and washable
(b) School - should be considered work clothes as
school as teenagers work should be
comfortable
Clothing may be determined by weather
Some schools have dress codes or uniforms
(c) Clothes for special occasions
Determined according to importance of occasion
Custom or tradition
Financial status

4. Careers

The apparel industry is an important source of jobs for workers who have widely different skills and interests. Many of these jobs can be learned in a few weeks; others take several years.

A. Occupations in the industry

1. Designing room occupations

   a. Designers - create new types and styles of apparel
   b. Sample makers - experimental garment as a guide in cutting and sewing fabrics
   c. Pattern makers - constructs a master pattern
   d. Pattern graders - measurers pieces that make up master pattern and modifies them to fit various sizes. This is sometimes done by computer.

2. Cutting room occupations
   a. Hand spreaders - lay out bolts of cloth into exact lengths on the cutting table
   b. Markers - trace the pattern pieces and make several carbons of tracings
   c. Cutters - cuts out garment pieces from layers of cloth. Sometimes there are as many as 100 thicknesses of material. The cutter follows the pattern, cutting through all the cloth with an electrically powered blade.
   d. Bundlers or assemblers - match color, size and fabric, mark locations for pockets, buttons, fancy stitching, etc. They identify each bundle of garments with a ticket which stays with that bundle of garments through several operations.

INFORMATION SHEET

3. Sewing room occupations
    a. Sewing machine operators - use a special heavy duty machine. They generally specialize in a single step of the garment, such as making pockets sewing seams of garment or setting snaps
    b. Hand sewers - most hand sewing is done on better quality or highly styled dresses, suits or coats They use needle and thread and also do piece work
    c. Inspectors and hand trimmers - inspectors examine the garment for defects and may also cut threads and take lint from garment
4. Pressers -
    a. Underpressers - specialize on particular garment parts
    b. Finish pressers - final pressing and ironing at end of garment

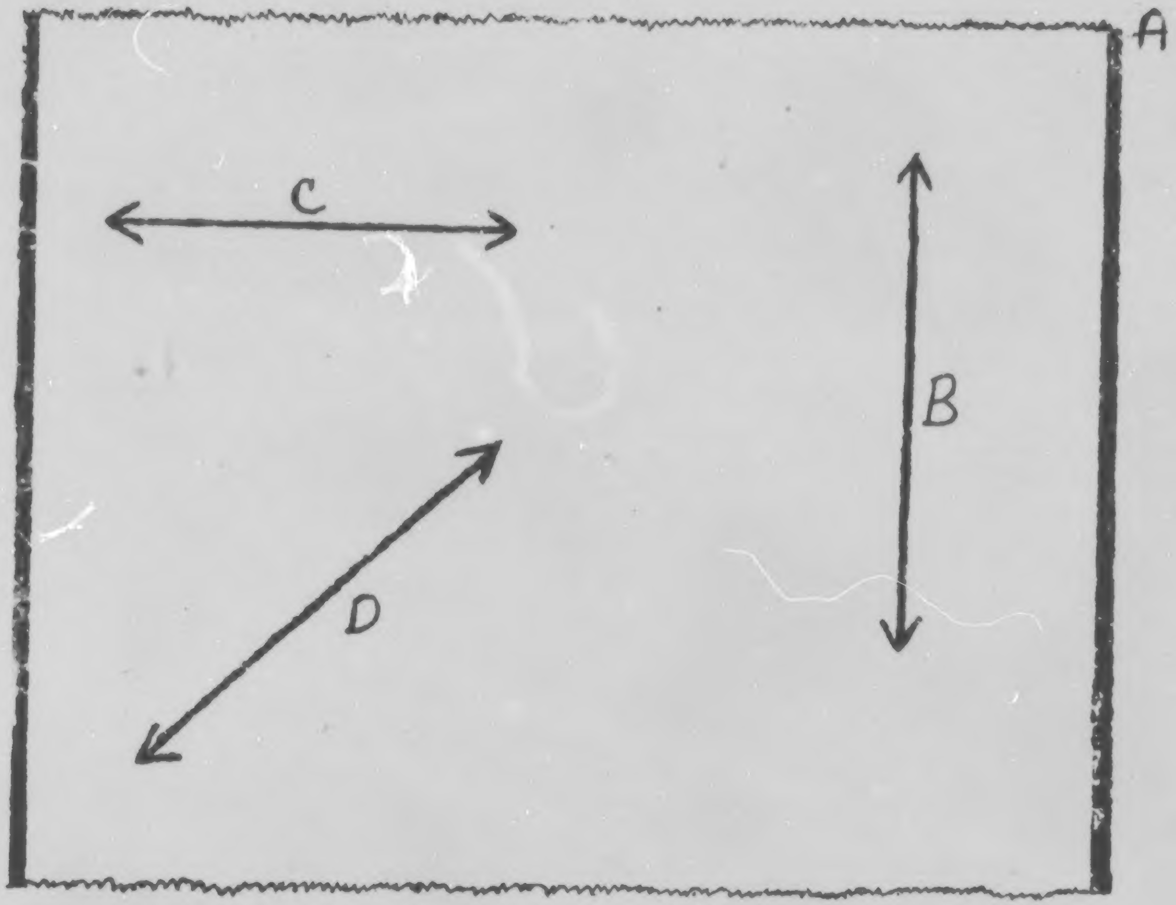
B. Educational training

Most plant workers get on the job training or learn from working with experienced workers. Tailors and dressmakers often have training in a vocational school and go on to be apprentices.

C. Job opportunities

The sale of apparel continues to rise and workers will be needed to make the garments. Lost production workers are paid by the number of pieces they produce, so their earnings are determined by their speed and skill. Earnings at Pecos Trail Jeans in Santa Fe, New Mexico, varied between $2.50 and $5.50 an hour.

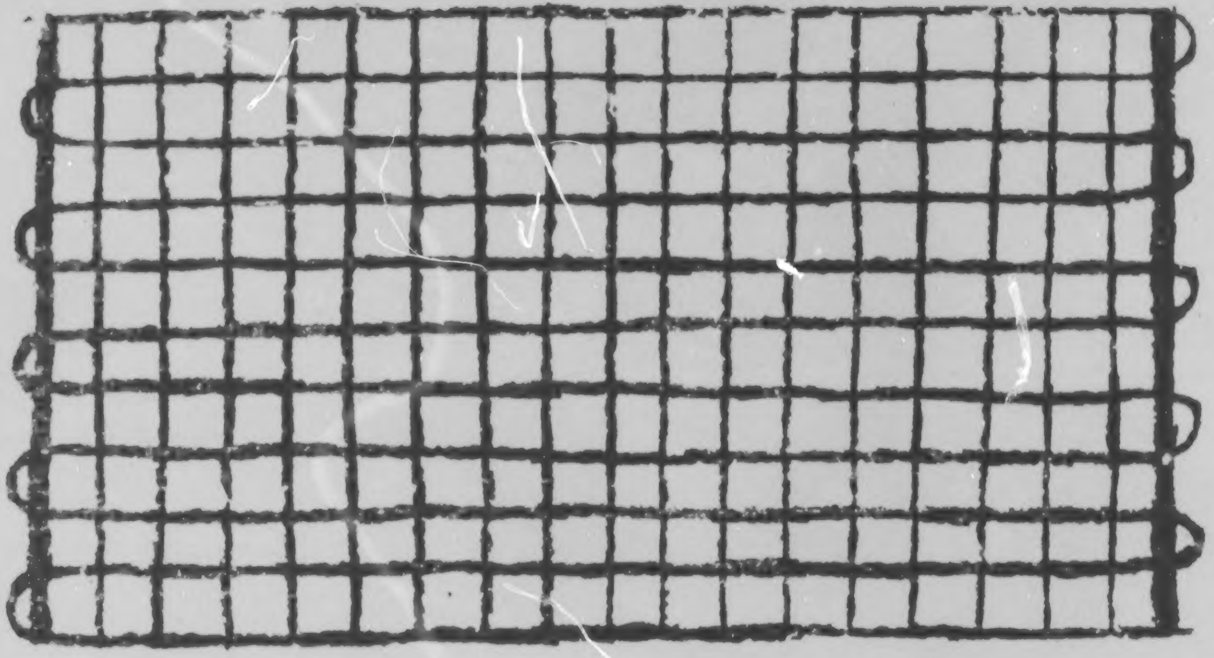
GRAINLINE OF FABRIC



A. Selvage
B. Lengthwise
C. Crosswise
D. Bias

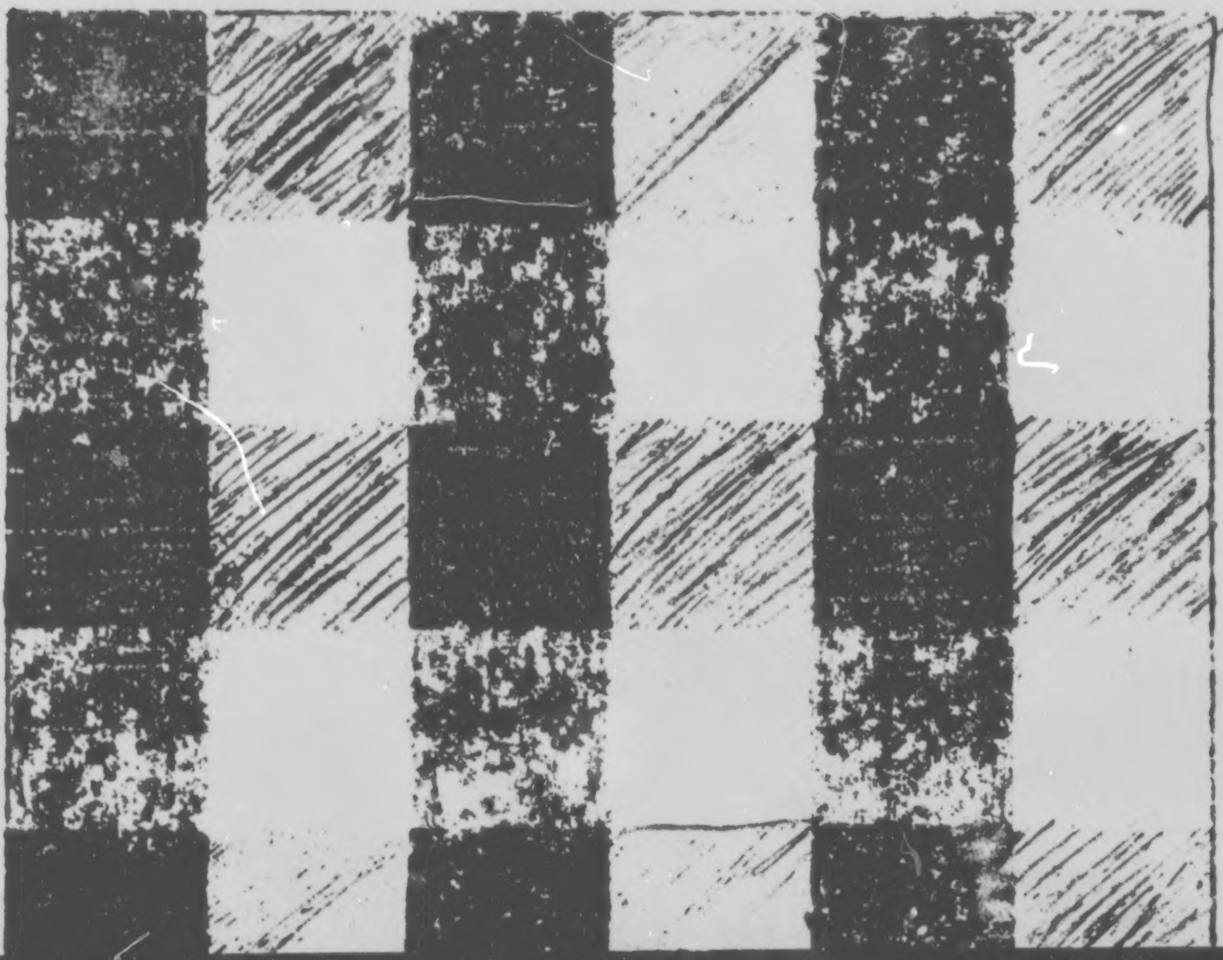
PLAIN WEAVE

TM 2



C T II 10

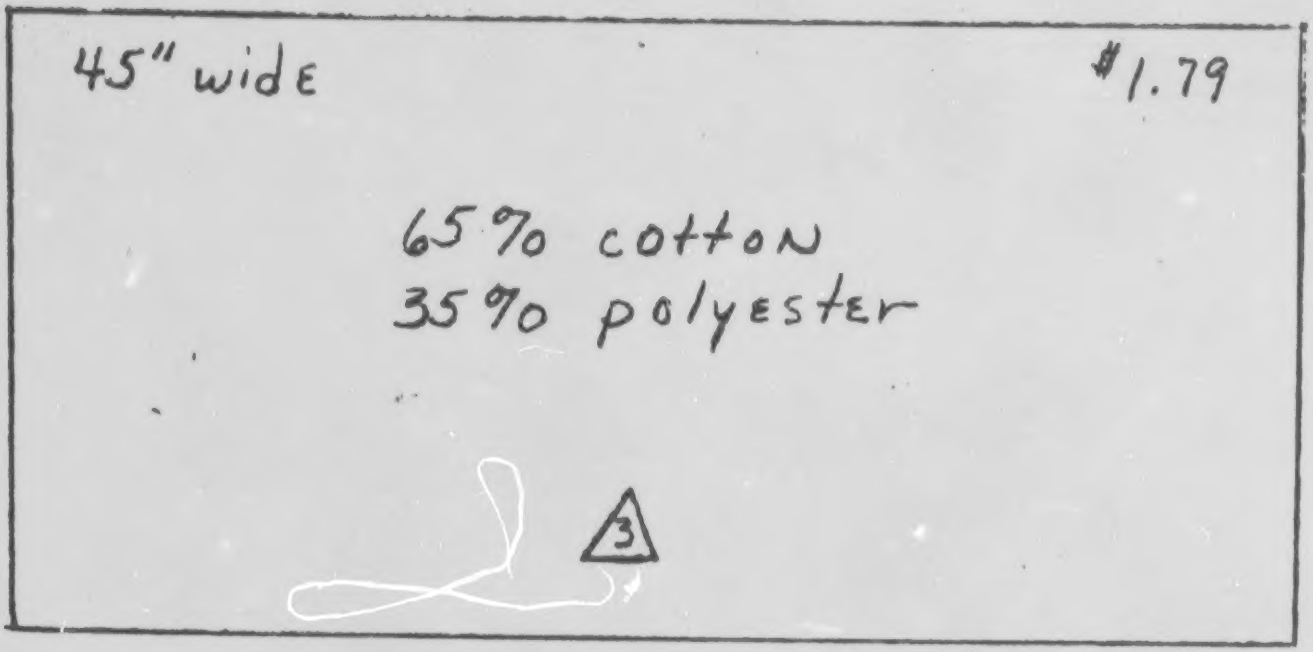
GINGHAM CHECK



TM 3

C T II 11

BOLT INFORMATION


45" wide

$1.79

65% cotton
35% polyester

C T II 12

TM 4

Width

Fiber Content

Price

Care Label

CLOTHING

ASSIGNMENT SHEET 1 - YOUR FABRIC FACT SHEET

I. Selecting your fabric

- A. Is fabric plain weave?
- B. Is fabric 45" wide?
- C. Is fabric suitable in weight?
- D. Is fabric suitable to your sewing ability?
- E. How much fabric do you need?

II. Selecting your notions

- A. What notions do you need?
- V. How much do you need?
- C. Are the notions suitable for your project?

III. Fabric facts

- A. Name of fabric
- B. Manufacturer
- C. Where purchased
- D. Fiber content
- E. Price per yard
- F. Pre-shrunk
- G. Care instructions

IV. Equipment

- A. What equipment do you need?
- B. What equipment do you have?
- C. What equipment do you need to purchase?

CLOTHING

ASSIGNMENT SHEET 1 - YOUR FABRIC FACT SHEET

V. Cost of project

   A. Cost of fabric

   B. Cost of notions

   C. Cost of equipment

   D. TOTAL COST

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CLOTHING

ASSIGNMENT SHEET 2: EVALUATE YOUR PROJECT ACCORDING TO THE FOLLOWING THINGS:

1. USED CORRECT TENSION ____________
2. SEWED STRAIGHT ____________
3. USED CORRECT STITCH LENGTH ____________
4. BACKSTITCHED ____________
5. UNDERSTITCHED ____________
6. CLEANFINISHED ____________
7. TOPSTITCHED ____________
8. STAYSTITCHED ____________
9. TRIMMED SEAM ALLOWANCES ____________
10. CLIPPED SEAM ALLOWANCES ____________
11. CLIPPED ALL THREADS ____________
12. PRESSED CORRECTLY ____________

TOTAL ____________

USE THE FOLLOWING SCORES:

10 ----- PERFECT

5 ----- GOOD

3 ----- FAIR

0 ----- NOT APPLICABLE

CLOTHING

ASSIGNMENT SHEET 3

Group activity - Teacher conducted concept: appropriate clothes for school

1. Collect pictures of appropriate and unappropriate clothes for school and mount.
2. Start by saying: I have an idea in mind. I'm going to show you a series of pictures. Some are marked yes and some are marked no (start with yes concept).
3. When you think you have the idea, raise your hand and tell the class your idea.
4. Keep activity going 'til the concept is guessed or students get very close.
5. Discussion should result from pictures.
6. Objective: To get students to associate pictures together to form a concept about clothes. Specifically proper school clothes.

CLOTHING

JOB SHEET 1: COBBLER APRON

3. Unit construction for the front and back of the apron:
   - A. Turn under 1/4 inch at the top and bottom of the 29" strip. Press. Make a second turn of 1/2 inch. Press. Stitch on the edge to form a hem.
   - B. Make first and second turns of the same widths along the lengthwise of the back or the 29" length. Press. Stitch to form a hem.
   - C. Make a similar hem at one end of the 28" length. Stay-stitch the other end 1/2 inch from the edge.
   - D. Form similar hems along the lengthwise sides of the front.

4. Pocket - Stay-stitch both torn ends of the pocket 1/4" from the edge (crosswise grain). Hem one edge. Form hems on both sides of pocket (lengthwise grain).

5. Place the right side of the pocket (where the edge is stay-stitched 1/4" from the edge) to the wrong side of the bottom front of the apron (that is stay-stitch 1/2" from the edge); make a 1/2" seam. Press. Understitch and press. Turn pocket to front and press.

6. Stitch ends together.

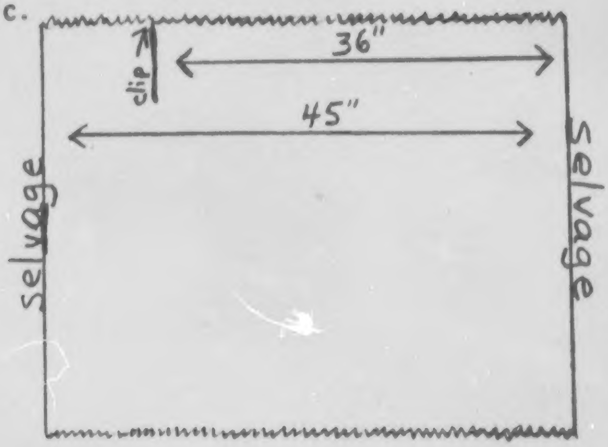
7. Stitch vertical lines on pocket to form pockets. Remember your hand must fit into the pocket. Two or three pockets may be used.
8. Belt ends - Fold strips in half lengthwise and stitch 1/2 inch seam. Press seam open. Turn to inside and press with seam in center back. Turn one end of each belt and in 1/2 inch and topstitch.
9. Hold front of apron lengthwise and press crease in center. Bring each side to center fold, pressing crease to make 4 sections.
10. Lap front shoulder over back shoulder and stitch together for 2 inches at the outer edge of apron. A small rectangle holds well.
11. Try apron on to decide waistline. Place a pin at waistline on one side. Take apron off and place a pin on other side in the same place. Form 1/2 inch tuck over belt end placed at waist with belt and extending to the side of the apron. Topstitch tack length of belt end. This secures belt in apron at waistline.
11. Optional - Embroider first name and first initial of your last name on upper left side of apron.
12. Press apron.

To instructor - "Scrap may be quilted and made into potholder. If pressed for time, eliminate step "F" in tearing. This will eliminate making pocket separately. Hem all 4 edges. Turn pocket up 8 5/8 inches and topstitch. This will not give expereince of seams and understitching.

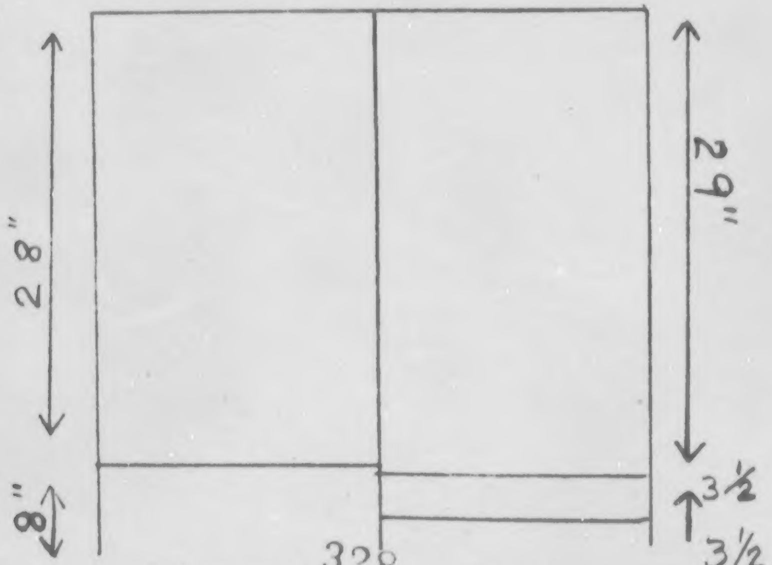
The belts may also be sewn on top of apron with raw edge turned under. This would eliminate experience of making a tuck."

JOB SHEET 1: COBBLER APRON

1. Tools and materials needed
   - A. Scissors
   - B. Tape measure
   - C. 6 pieces of notebook paper 2 1/2 x 4 1/2
   - D. Pins
2. Tear cobbler apron
   - A. Lay material out flat, so selvages are on the sides.
   - B. Measure across 36 inches from one selvage and clip.
   - C. Tear the length of the fabric.



   - D. Write "scrap" on one of the pieces of paper and pin it to the small piece of fabric.
   - E. Remaining piece of fabric will be 36" x 36". Tear that piece in half lengthwise.
   - F. Measure and tear 8 inches from one length and label it for the pocket. Label the larger piece 28 inches.
   - G. Measure and tear 7 inches from the remaining piece.
   - H. Label the large piece 29 inches.
   - I. Tear the 7 inch piece in half crosswise and label belt ends.



CLOTHING

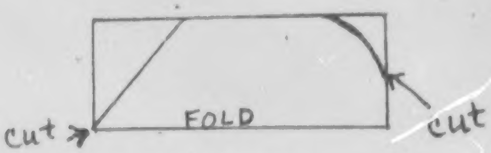
JOB SHEET 2 - LOCKER CADDY

1. Materials and tools needed

   A. Terrycloth (36 x 20 inches) or terry towels, old or new.
   B. Strong woven material (18 x 10 inches)
   C. Fusible interfacing (18 x 10 inches)
   D. 3 10-inch lengths of 7/8 inch ribbon. Trim is optional
   E. Shears
   F. Pins
   G. Iron

2. Cutting

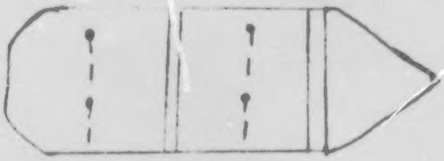
   A. Cut two 18 x 10 inch rectangle from the terrycloth.
   B. Cut one 18 x 10 inch rectangle from fusible interfacing.
   C. Cut one 18 x 10 inch rectangle from fabric.
   D. Fold all rectangles in half vertically and cut round corners, making the top come to a point as shown.



   E. Cut one terrycloth rectangle into thirds, each measuring 6 x 10 inches. Discard one third and other two pieces will be pockets.

3. Construction

   A. Pockets - Zigzag stitch along top edge of each pocket to finish raw edge. Pin length of ribbon along each zigzagged edge and stitch through ribbon and pocket close up each edge of ribbon. Pin wrong side of pockets to right side of terrycloth as shown.



JOB SHEET 2 - LOCKER CADDY

B. Caddy back - Iron on interfacing to wrong side of caddy back fabric .

C. Assemble front and back - Place caddy and caddy back, right sides together, pin, and stitch 1/2 inch seam all around, leaving three inches open on one long side for turning.

D. Trim and press - Trim seams to 1/4 inch, turn caddy and press so edge of seam is in the middle.

E. Top stitching - Stitch close to bottom edge of upper pocket through all thicknesses.

F. Hanger - Fold remaining pieces of ribbon in half and stitch raw ends to underside of point of caddy.

CLOTHING

JOB SHEET 3: LAUNDRY TOTE

1. Materials and tools needed

   A. One used or new pillowcase
   B. 1 44-inch length 7/8 inch ribbon
      1 44-inch length of 1 1/2 inch ribbon
      1 50-inch length of 7/8 inch ribbon
   C. Pins - straight pins and a large safety pin
      scissors

2. Construction

   A. Pin 44 inch length of 1 1/2 inch ribbon all around pillowcase 4 inches from the open edge. Lap ends and stitch close to each long edge of ribbon.
   B. Pin 44 inch length of 7/8 inch ribbon all around pillowcase 6 1/2 inches from open end. Lap ends and stitch close to each long edge of ribbon.
   C. Topstitch 1 inch from open edge of pillowcase all around. Topstitching and open edge.
   D. Pin safety pin to ribbon and insert 50-inch length of ribbon in the casing and knot each end of ribbon.

CLOTHING

JOB SHEET 4 - STUFFED ANIMAL

1. Material and tools needed

   A. Pattern for each animal - Teacher should have several patterns for students
   B. Material called for by individual animal
   C. Pins
   D. Scissors
   E. Thread
   F. Embroidery thread
   G. Hand sewing needles

2. Construction

   A. Pattern layout - Pin the body pattern to the fabric. Fabric will be folded so material is double. Pin face parts and other designs on material following a color scheme for each animal
   B. Cutting - Cut along the dark solid line (notches are cut outward), Be sure to cut the required number of pieces.
   C. Marking - Trace the seamline and matching dots of the body on the wrong side of the fabric.
   Mark face parts and other design details on the right side of one body piece
   D. Preparing the Parts and Designs - Use small hand stitches to sew design parts such as eyeballs, fingers, toes, nose, trunk, nostrils, and teeth on first.
   If the pattern piece for your animal's ears or feet said to cut 4 and if there is a seamline around the pattern, sew two pieces together to make a front and back for each foot or ear.
   Trim, wedge, clip and press seams open. Turn these parts right side out. Press again.
   E. Embroidery - Use three strands to embroider. Use the outline stitch for any designs on the body or any part such as teeth, mouth or wrinkles.
   F. Sew the stuffed animal together - Pin the ears or feet that you have prepared on the front of the body. Match notches and other markings.
   Pin the body back to the front with right sides together. Sew along seamline. Sew slowly around all curves. Do not sew opening closed. Trim seam allowance but do not trim opening. Clip curves.
   G. Pressing - Press the seam allowance open. Turn the animal right side out and press.
   H. Stuffing - Stuff the head, arms and legs first. Pack the stuffing so the seamline is straight and unwrinkled.
   I. Sew the opening closed - Turn the seam allowances of front and back to the inside of the animal. Pin together and sew with a stitch that does not show on the outside.

CLOTHING

JOB SHEET 5 - MAKE A PAIR OF ANKLE WEIGHTS

Demonstrate your ability is follow an instruction sheet and use the proper equipment properly by making a pair of ankle weights.

I. MATERIALS NEEDED

   A. 1/4 yard fabric (heavy weight)

   B. Thread

   C. Shears

   D. Pipe

   E. Plastic 2 x 4"

   F. Sand

II. Procedure:

   A. Cut 2 pieces of fabric 9" x 11" using the salvage for one 9" edge of each piece.

   B. Mark fabric according to diagram.

   C. Fold in half along 11" side.

   D. Press under 2" on all unfinished seams using the machine.

   E. Stitch the side seams and the folded edge 1/4" on a 2" stitch.

   F. Make a loop and insert into seam 2" from the top.

   G. Top stitch on marked lines

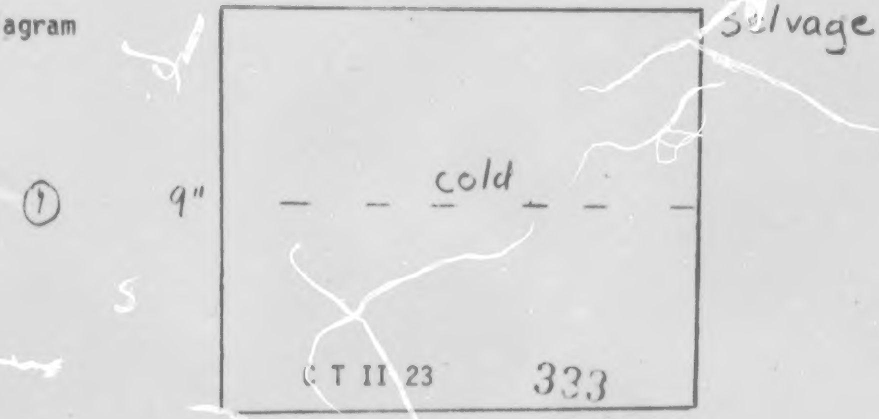
   H. Fill plastic bags with sand to fit into 2" pockets 14 bags.

   I. Stuff pockets - allow 2" space on top.

   J. Stitch top seam closed.

   K. Sew on button by hand on the other side to fit ankle.

II. Diagram



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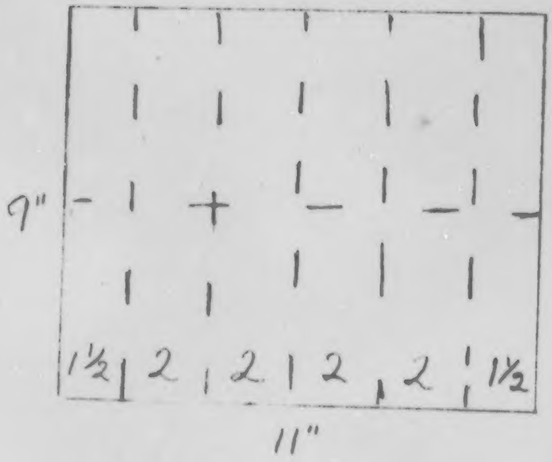
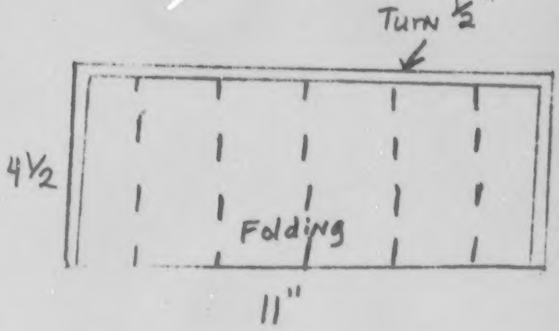
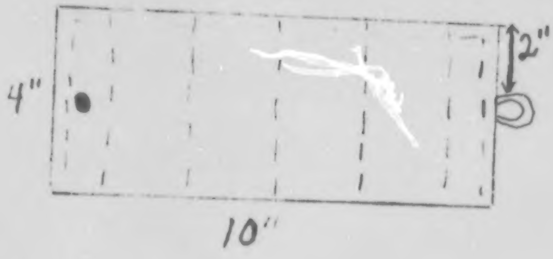

7"
1½
2
2
2
2
1½
11"

③


Turn ½"
4½
Folding
11"

④



CLOTHING

JOB SHEET 6 - MAKE AN AUTOGRAPH PILLOW

Demonstrate your ability to follow an instruction sheet and use the proper equipment properly by making an autograph pillow.

I. Materials needed:

  A. 8 Prims "cover your own" halo buttons, style 212 G, size 36

  B. 2 Prims "cover your own" halo buttons, style 002, size 75

  C. 1/2 yard plain white cotton

  D. 1 small package of foam

  E. 1 yard of white felt and scraps of varied colors for autograph pennants.

  F. 1 oz. of red bulky yars

  G. 1 small piece of red cotton fabric

  H. 8 pictures of your choice

  I. Pinking shears - shears

II. Procedure:

  A. Cut 2 circles of white cotton 13" in diameter

  B. Cut 2 circles of felt 16" in diameter; using pinking shears.

  C. Cut 8 pennants of felt in varied colors.

  D. Cut 8 pictures to fit buttons.

  E. Stitch cotton circles 5/8" from the edge all around leaving a 4" opening for filling.

  F. Fill with foam and then close opening with hand stitching.

  G. Place pillow in center between the 2 felt circles and 2" from the felt pin all around close to the pillow

  H. With the red yarn stitch around the pinned area making 1" stitches.

  I. On one side of the pillow make a 6 loop daisy with the yarn. (See diagram.) Tack at intervals.

CLOTHING

JOB SHEET 6 - MAKE AN AUTOGRAPH PILLOW

J. Cover button (size 75) with red fabric

1. Sew 1 button on to the center of the aaisy.
2. Sew 1 button onto the center of the other side of the pillow.

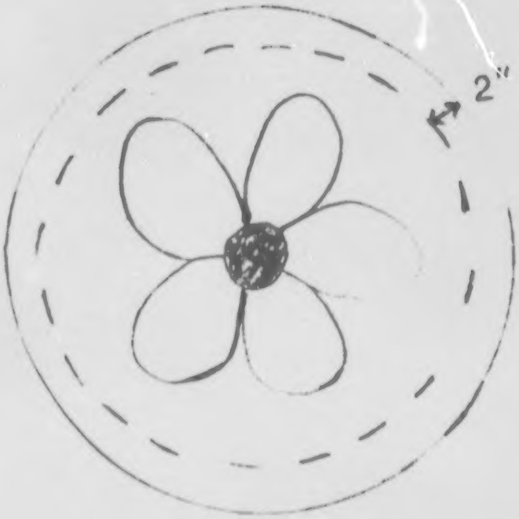
K. Insert pictures of your choice in the buttons (size 36)

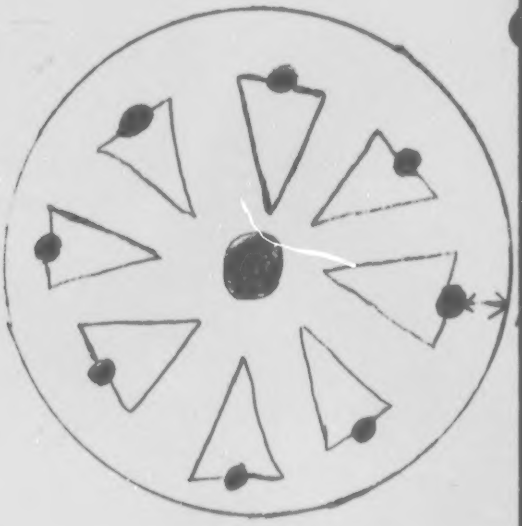
L. Sew buttons in place 1 3/4" from stitching all around the pillow.

M. Cut an opening to fit the buttons and button each pennant in its proper place.

NOTE: Pennants may be autographed before or after buttoning on to pillow.

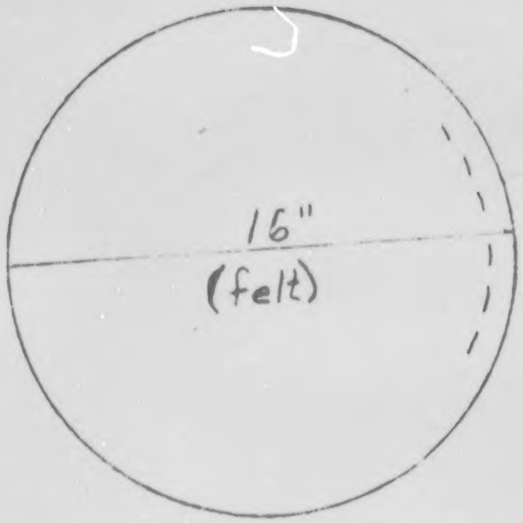
III. Diagrams.

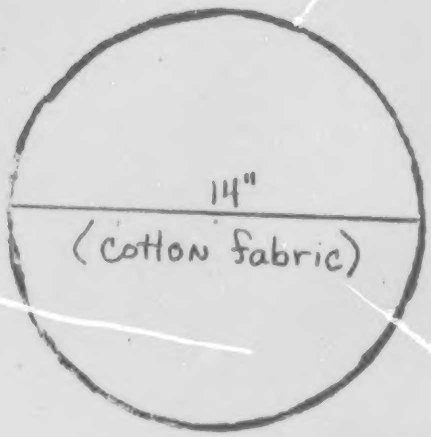


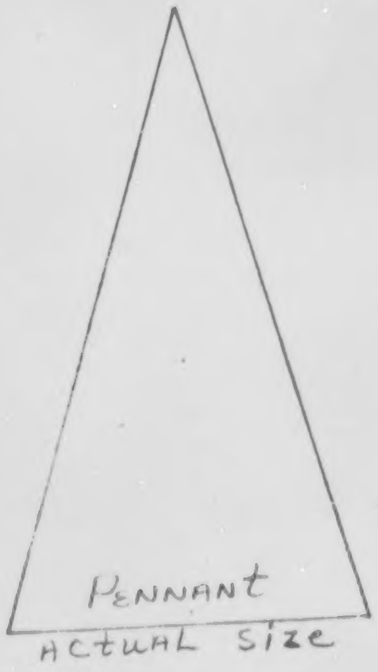


CLOTHING

JOB SHEET 6 - MAKE AN AUTOGRAPH PILLOW



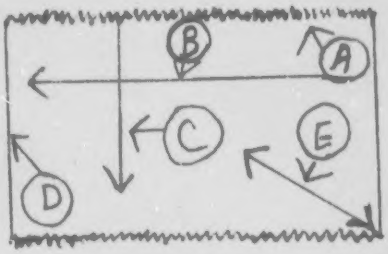

14"
(cotton fabric)


PENNANT
ACTUAL SIZE

CLOTHING

TEST

Identify the parts of the fabric which are shown in the drawing by writing the correct letter in the blank to the left.



_________ 1. Lengthwise grain or threads
_________ 2. Crosswise grain or threads
_________ 3. True bias
_________ 4. Selvage
_________ 5. Raw edge

The bolt end of the fabric gives you a great deal of information about the fabric on the bolt. List three things you should know when you purchase your fabric.

6. ______________________________

7. ______________________________

8. ______________________________

Describe the information on the small label given to you at the time of purchase of your fabric.

9. ______________________________

Define the following terms:

10. Clean finish ______________________________

11. Staystitch ______________________________

12. Seam ______________________________

13. Topstitch ______________________________

14. Lockstitch ______________________________

Circle the letter to the answer which best completes the sentence:

15. Frecal, muslin, and organdy are examples of the

a. Pile weave
b. Plain weave
c. Satin weave
d. Twill weave

CLOTHING

TEST

16. If the fabric is a blend of several fibers, the iron is set for the fiber which is

    a. Listed first on the label
    b. The most sensitive to heat
    c. The least sensitive to heat

17. In most cases, pressing is done on

    a. The wrong side of the garment with a steam iron
    b. The right side of the garment
    c. The crosswise grain of the fabric

18. Always check the information at the end of the bolt to learn about

    a. Fiber content
    b. Finishes added
    c. Width of fabric
    d. All of the above

19. Pin seams together, placing pins

    a. Perpendicular or b. Parallel to the edges

20. When stitching seams, be sure that the

    a. Right or b. wrong sides of the fabric are together

A number of things must be considered in planning a wardrobe. List 5 things which influence your choices.

21. ______________________________

22. ______________________________

23. ______________________________

24. ______________________________

25. ______________________________

Write a short paragraph giving your ideas on the statement below:

I would or would not like to be in the garment industry because -

CLOTHING

ANSWERS TO TEST

1. C
2. B
3. E
4. D
5. A
6. Width
7. Fiber content
8. Price
9. Care label - washing instructions, drying instructions or to dry clean
10. Pink, turn under 1/4" and sew or turn 1/4" and 1/2 and sew
11. Sew 1/2 inch from the edge through a single thickness
12. Put the right sides of two pieces of material together and sew 1/2 inch or 5/8 inch from the edge
13. Sew on the top of material for decorating or construction
14. Lockstitch by backstitching, pulling threads through and tie or hold material and sew in place
15. b.
16. b.
17. a
18. d
19. a
20. a
21. Occasion
22. Comfort
23. Custom or tradition
24. Weather
25. Financial status

GROOMING AND HEALTH

LEVEL II

UNITS OBJECTIVES

After completion of this unit, the student should be able to define grooming and health, and list factors which contribute to being well-groomed, healthy and attractive. The student should be able to describe some of the physical differences of boys and girls beginning at the stage of puberty, and explain physical and emotional maturation. This knowledge will be evaluated by test with 180% accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define grooming and health.
2. Describe the similarities between grooming and health.
3. Make decisions in regard to personal care procedures and products.
4. List factors which contribute to being a healthy person.
5. Describe physical maturation and emotional maturation.
6. Become aware and compare the physical differences between boys and girls.
7. Discuss the careers which aid in helping a person feel, look or be healthy and well-groomed and attractive.

GROOMING AND HEALTH

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Discuss terminal and specific objectives.
- D. Discuss information and assignment sheets.
- E. Direct students through the different assignments, being flexible to allow for various answers which might be given by the students.

II. Student:

- A. Read objectives
- B. Study information sheet and complete each assignment sheet
- C. Make sure you are able to perform according to the type of performance called for by each objective.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Assignments
- D. Answers to assignment sheet
- E. Test
- F. Answers to test

II. References:

Books:

1. Barclay, Marion S., & Francis Champion. Teen Guide to Homemaking. N.Y. Webster Division, McGraw Hill Book Company, 1972.

2. Lewis, Doris S., Anna K. Banks & Marie Banks. Teen Horizons. N.Y., MacMillan Publishing Co., Inc., New York, 1970.

Booklets:

1. Avon's "Teaching Grooming to Teenage Girls & Boys," Avon Educ. Series, Nine West 57th St., N.Y., N.Y. 10019, 1972.

2. Proctor & Gamble, Educ. Series, Personal Care, P. O. Box 14009, Cincinatti, Ohio, 45214, 1975.
Available for $3.00.

GROOMING AND HEALTH

INSTRUCTIONAL MATERIALS

Filmstrips:

1. ACME ACNE FACTORY, Teachers Library, Inc., 15 Columbus Circle, N.Y., N.Y., 10023, made available by the Warner-Lambert Company.
2. Guidance Associates, BECOMING WOMAN BECOMING MAN, 757 Third Ave., N.Y., 16017
3. Also: YOUR BODY & HOW TO CARE FOR IT: SKIN AND HAIR, a GA Filmstrip.

GROOMING AND HEALTH

INFORMATION SHEET

I. Grooming and health

   A. Grooming is necessary for maintaining good health, and affecting personal appearance which is a reflection of a self-concept.

   Definitions of grooming from the American College Dictionary: To tend carefully as to person and dress; make neat or tidy.

   B. Health is how you take proper care of your body, Making the necessary precautions as:

      1. Eating properly
      2. Exercise
      3. Rest
      4. Cleanliness and attractiveness
      5. Feeling good about yourself

   C. Both these terms, grooming and health work together to make a person socially, emotionally and physically fit.

II. Factors which contribute to being a healthy and attractive person are:

   A. Cleanliness
   B. Elimination
   C. Care of teeth
   D. Exercise
   E. Diet
   F. Sleep and rest
   G. Hair care
   H. Posture
   I. Emotional upset
   J. Good manners

III. Personal grooming:

   A. Cleanliness

      1. Body cleanliness is a must for good health and good looks.

      2. A daily bath or shower is necessary for cleanliness. Bathing removes perspiration and helps prevent body odor.

      3. The face requires special attention. Wash your face at least once and preferably two or three times a day to remove the dirt which clings to the surface oils.

      4. The body perspires constantly and perspiration contains waste material, body odor can be a problem even when a daily bath or shower is taken. Therefore, a deodorant or anti-perspirant should be used.

GROOMING AND HEALTH

INFORMATION SHEET

1. Deodorants stop odors while allowing perspiration to flow normally
2 a. Must be put on clean skin. Ineffective if put on unbathed body.
   b. Types of deodorants are powder, cream, stick or liquid spray-on forms.

   Note: Read label carefully and follow directions when using a deodorant.

2. Antiperspirants reduce the flow of perspiration as well as prevent odors.
   a. Effective during heavy flow of perspiration caused by tension.
   b. Types of antiperspirants same as deodorants.

CAUTION: Do not put deodorants or antiperspirants on clothing - it will damage clothing.

5. Foot odors are offensive
   a. Use foot powder
   b. Rub inside of shoes with rubbing alcohol after wearing to further cut down on foot odor.

B. Exercise is a good health practice.

   1. Exercise helps develop body muscles, gives a better appetite and helps the process of digestion and elimination
      a. Exercise by walking, taking part in sports, jogging, calisthenics and gymnastics helps to maintain muscle tone and trim overweight.
      b. Have a doctor's check-up regularly to see if you may take part in sports or other activities.

C. Sleep and rest are necessary for good health and attractiveness

   1. During sleep, the body gets rid of waste materials, and helps to make you alert, and healthy.
   2. Teenagers usually need 8 to 10 hours of sleep. This is dependent on the person, since everyone's body chemistry is different.

D. Elimination

   1. Waste material must leave the body. Therefore, if you do not have a normal bowel movement, and become constipated - it is necessary to use a laxative. Many times bad skin problems occur because of this. Also, because of the acidity in the stomach at this time, a person may have bad breath.

E. Diet

1. Although a certain food cannot be blamed for acne, a balanced diet consisting of the basic four food groups daily and drinking enough water helps a person look more attractive, feel attractive, and be attractive by being healthy.

2. Everyone's body chemistry is different, this is why some people may eat certain types of foods as French fries and candy, and not get acne. But, others react differently, Therefore, it is important to become aware of the types of food which can cause skin problems for you.

F. Emotional upset

1. Many skin specialists feel that emotional upsets and tensions are among the most important elements in the development of acne pimples. Stressful situations increase the activity of the oil glands, making it more likely that pimples and blackheads will increase or get worse during periods of tension or nervousness. Situations as: taking a test, meeting new people, going on your first date.

G. Care of Teeth

1. Proper care includes eating nutritious foods: providing proper exercise through chewing firm, crunchy foods; proper cleaning and regular dental check-ups every six months. Proper care will keep good teeth good, and improve poor teeth.

2. Gums - tissue surrounding teeth; need exercise and massaging to keep healthy. Food particles can collect between teeth and gums and cause decay or loosening of gums from teeth; correct brushing and flossing is important to prevent this.

3. Brushing after every meal or snack; it if isn't possible to brush, swish water around in mouth as a substitute technique. Every person should brush at least twice a day.

4. Regular dental check-ups are necessary to get teeth professionally cleaned and polished. It is also important in identifying decay or other deteriorating conditions early when treatment is most successful.

5. Some of the products which help in the care of teeth are a toothbrush, toothpaste with fluoride, mouthwash, dental floss.

H. Hair care

1. It is important to wash your hair frequently. If dandruff is present, use a shampoo which can control it. Clean hair gives an attractive appearance.

2. Use conditioners to add moisture to hair, especially if you use a hair blower or curling iron frequently. If there are split ends, cut them off because they are dead.

I. Posture

1. Standing straight and sitting tall helps - person breath easily, look nice, and feel good about himself.

J. Good manners - good manners add to an attractive personality.

1. If you don't have anything good to say about someone, don't say anything.

2. Get in the habit of using please, and thank you at the proper time to all persons.

3. Proper usage of the phone:

    a. Answer the phone politely.
    b. Don't abuse the use of the phone. Limit the time on the phone.
    c. Take messages correctly.

IV. Physical changes

A. The physical changes that occur in the body at adolescence are due to the change in hormonal balance that takes place at this time. Hormones - estrogen in girls, testosterone in boys - are chemicals which trigger off other reactions leading to the secondary sex characteristics, such as breast development in girls and beard growth in boys. Another effect of this temporary hormone imbalance is that the oil glands in the skin are stimulated which makes it easier for pimples and blackheads to form. There are also a wide range of moods and emotional upsets.

1. Growth in height, strength
2. Development of mature reproductive organs
3. a. Ovaries in the female
    b. Testis in the male
4. Increase in bodily secretions
5. Reaction of skin, hair to changes - possible problems such as acne or straightening or darkening of hair

C. Emotional changes

1. Sudden and sometimes confusing responses to familiar situations - temper tantrums, giggling, shyness.
2. Interest in opposite sex
3. Emotional maturation is the self-acceptance of oneself and becoming independent, and responsible.

V. Careers in the field of health and grooming.

A. There are many job opportunities in this area, as: Dermatologists - doctor who specializes in skin care.
B. Health education or Home Economics teacher. Both teach these areas of interest.
C. Barber - for care of hair and styling for helping a person feel and look attractive
D. Dentist in the care of teeth
E. Model - as an example in care of oneself to look healthy and attractive.
F. Physical Education - Teacher - to help train people to care for their bodies through exercise, proper diet, etc.

GROOMING AND HEALTH

ASSIGNMENT SHEET

1. Explain why grooming and health mean about the same.

2. After viewing the filmstrip Acme Acne what skin care products or product was mentioned in the filmstrip? Why do you think it was mentioned? List types of skin care products on the market which you have seen advertised. If you have used any of these products that you have listed, have they done a good job on your skin? Assignment 1: Comparing personal care products.

3. Follow a type of routine in caring for your body and your health for at least a week. Assignment 1 - Setting up a schedule for personal care.

4. Make up a fact sheet about yourself which must include height, weight, color of eyes, type and texture of hair, complexion, outstanding features. Beside each feature write any special considerations you have to keep in mind as you plan a personal appearance standard. For instance, if a person has large ears, his or her hair would cover them. Then give your outstanding feature, as your nose, eyes.

5. Choose a person who you think is handsome or pretty from your age group and from school. Now list reasons why he or she may be so attractive. Interview a person who is a friend of the person you chose to be attractive, and match your list with the interviewee's answers. Were you right?

6. Give two reasons why it is important for you to have good grooming habits.

7. Write a paragraph explaining why bad complexion occurs during the Teen years.

8. Explain in your own words the difference between antiperspirant and deodorant.

9. List other factors which help you to be a healthy and look healthy.

10. Why do you think it is important to have a physical check-up before taking part in sports? Check your answer with a P. E. Coach or Health Education teacher.

11. What changes have you noticed as you are growing? Has your hair changed color or texture? Have your teeth become more cavity prone? Is your skin more sensitive?

12. List some ways in which you would like to work on your appearance.

GROOMING AND HEALTH

ASSIGNMENT SHEET

13. Pick changes in hairstyles, clothes, manners, or eye glasses to research and report on it.

14. Compare and list some of the changes which occur to boys and girls because of change in hormonal balance. This may be done after viewing the filmstrip Becomming a Woman/Becoming a Man.

15. List some careers which depend on good health and on attractiveness.

16. What would you do or say in the following situations:

    A. It is a tough thing to say, but Joe has B.O. .... Wherever he goes, his body odor follows. Everybody knows about it but Joe.

       What would you do if Joe is your Friend? Tell him directly, hint around or pretend it doesn't exist. What should his teachers do?

    B. Pat has grown so tall during the summer. He is taller than his friends and feels awkward. He is starting to slouch while walking.

       What should you say to Pat? How can you help? How can his family help? How can he help himself?

    C. Marlene tries all kinds of shampoos and conditioners trying to make her split ends disappear.

       What can you tell Marlene about split ends?

17. Work on the puzzle: All About Good Grooming., from Proctor and Gamble

Activity sheet is available from Proctor and Gamble's Personal Care.
Copies available from Miss Jean Learn, Supervisor
Educational Services
Proctor and Gamble Co.
P. O. Box 14009
Cincinnati, Ohio 45214

for $3.00.

GROOMING AND HEALTH

TEST

Read your questions carefully before answering.

I. Fill in the blank with either True or False after reading the statement:

_______________ 1. A teenager needs 8 to 10 hours of sleep usually.

_______________ 2. You should wash your face at least twice a day.

_______________ 3. One of the reasons why teenagers have problems with their skin is because they squeeze and pick pimples.

_______________ 4. Exercise and diet are the only important aids to appearance.

_______________ 5. Gums need exercise and massaging to keep healthy.

_______________ 6. Bowel movement is the only way the body gets rid of waste material.

_______________ 7. The girls hormones are called testerone.

_______________ 8. Certain foods cannot be blamed for pimples.

_______________ 9. Conditioners are used to add moisture to hair.

_______________ 10. Bad breath occurs when teeth are brushed twice a day.

II. Give the correct answer by circling the answer:

11. A person who specializes in the care and treatment of the skin is a:

    a. Optician
    b. Dermatologist
    c. Family doctor
    d. Ophthalmologist

12. A product which is uded to reduce body odors while allowing perspiration to flow normally is:

    a. Floss
    b. Soap
    c. Antisperpirants or deodorants
    d. Bacteria

13. The name of the chemical which changes the secondary sex characteristics of boys and girls are:

    a. Ovaries
    b. Hormones
    c. Oil secretions
    d. Testes

14. Stressful situations increase the activity of:

    a. Oil glands
    b. Reproduction
    c. Odor
    d. Decay

GROOMING AND HEALTH

TEST

III. Fill in the blanks:

15. How often should you have a dental visit. ____________________

16. Care of the mouth is called oral hygiene.
Oral hygiene helps reduce three things:

    a. ______________ of teeth
    b. Unpleasant ______________________.
    c. _________________ of mouth and gums.

17. Tooth decay occurs when ______________________ clings and ferments between the teeth.

18. Teeth aren't only important for appearance, and for speech, but also for ____________________.

19. Emotional maturation is the self-______________ of oneself and becoming _____________________, and ____________________.

20. ________________ ________________ add to attractive personality.

IV. Answer the following questions:

21. List six factors which contribute to good grooming and good health and an attractive you.

    a.
    b.
    c.
    d.
    e.
    f.
    g.

22. Give a definition for health and grooming.

23. Give a procedure in body cleanliness.

24. If you were asked by a health teacher to give a health tip, what would you say?

25. List three stressful situations which can cause emotional upset.

    a.
    b.
    c.

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GROOMING AND HEALTH

ANSWERS TO ASSIGNMENT SHEET

1. Grooming and health mean about the same because both include the same factors in making a person healthy and attractive as eating properly, exercise, cleanliness, rest, etc.

2. Listerex is mentioned because the filmstrip was made by Listerex.

6. It is important to have good grooming habits so that a person will look and feel healthy and attractive.

7. Bad complexion occurs during the teen years because of the physical changes that occur in the body - change in hormonal balance.

8. It is necessary to use deodorants. Deodorants stop odors but allow perspiration to flow normally. Whereas, antisperspirants reduce the flow of perspiration and prevent odors.

9. Other factors which help to be healthy and look healthy are: Exercise, diet, sleep and rest, dental care, elimination, emotional upset, posture and good manners.

10. It is important to have a physical check-up before taking part in sports to make sure you are physically fit for strenuous sports.

14. Some of the changes which occur to girls: breast development, contour of body. Boys: beard growth, change in voice, a muscular physique.

15. Some careers: Model, steward or stewardess, a hostess.

GROOMING AND HEALTH

ANSWERS TO TEST QUESTIONS

I. True or false

1. T
2. T
3. T
4. F There are more aids in appearance.
5. T
6. F Perspiaration is another way of getting rid of waste material.
7. F The boys hormones are called testerone. The girls is estrogen.
8. T
9. T
10. F Bad breath occurs when there is acidity in the stomach.

II. 11. b. Dermatologist
12. c. Antiperspirants or deodorants.
13. b. Hormones
14. a. Oil glands

III. Fill in the blanks:

15. Every 6 months
16. a. Decay b. Breath C. Disease
17. Food
18. Chewing
19. Realization, independent, and responsible
20. Good manners

IV. Answer the following questions:

21. a. Balanced diet
    b. Exercise
    c. Sleep and rest
    d. Control of emotional upset
    e. Cleanliness
    f. Elimination

22. Health and grooming are the proper care of oneself.

23. Evaluated by teacher - any procedure in care of hair, teeth, body, etc.

24. " " "

25. a. Taking a test
    b. Loss of parent
    c. Argument with friend

HOUSING

LEVEL II

UNIT OBJECTIVE

After completion of the unit, the student should be able to describe the difference between a home and a house, and compare the similarities between cleanliness and orderliness. The student should be able to define his personal responsibility and express the responsibility of family concerning household tasks. The student should be able to explain some house cleaning techniques. This unit will be evaluated by a test with about 85% accuracy.

SPECIFIC OBJECTIVES

1. Compare the meaning of home and house.
2. List responsibilities of family members concerning household duties
3. Define human resources
4. Define personal repsonsibilities
5. Compare similarities in cleanliness and orderliness
6. Explain techniques in keeping a home clean.

HOUSING

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Discuss terminal and specific objectives.
- D. Discuss information and assignment sheets.
- E. Direct students through the different assignment, being flexible to allow for various answers which might be given by the students.
- F. Give test.

II. Students

- A. Road objectives
- B. Study information sheet and complete each assignment sheet.
- C. Make sure you are able to perform according to the type of performance called for by each objective.
- D. Take test.

HOUSING

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Assignments

   D. Answers to assignment sheets

   E. Job sheets

   F. Test

   G. Answers to test

II. References:

Books:

1. Barclay, Marion S. & Francis Champion. Teen Guide to Homemaking. Boston: Webster Division, McGraw Hill Book Company, 1972.

2. Lewis, Doris S., Anna K. Banks, and Marie Banks. Teen Horizons. MacMillan Publishing Col, Inc., 1970.

3. Beech, Linda. Things To Make and Do. N.Y.: Scholastic Book, 1972

Magazine:

1. Monthly. Decorations and Crafts Ideas, Multipurpose Monthly. Southern Living, Inc. 1303 Foch Street, Fort Worth, Texas.

Booklets: A Home with New Room, Rubbermaid, Wooster, Ohio, 44691.

Teaching Kits: Home Care, Proctor & Gamble, P. O. Box 14009,
Cincinnati, Ohio 45214

Let's Clean House, Proctor & Gamble, P. O. Box 14009,
Cincinnati, Ohio 45214

HOUSING

INFORMATION SHEET

I. House as a home

A. A house is four walls that shelter a person. It may be an apartment, house or a mobile home. It is a place to live.

B. A home is a reflection of those relationships with oneself. A home is a place where each family member is respected for himself and encouraged to develop his talents and abilities. A home allows each person some privacy and freedom to use some leisure time to develop personal interests.

II. Using skill and knowledge in care of the home.

A. Every home requires effort to make it a comfortable place to live. The housework needed to keep a home liveable should be done cooperatively, with each family member accepting his reasonable share.

B. Even though there are many modern inventions, and labor saving devices and products, housekeeping requires skills and people to be accomplished efficiently.

C. The responsibility in the care of the home and furnishings within the home depends upon the use of human resources and a plan or schedule

1. The human resources are:

   a. Time
   b. Energy
   c. Skills

D. Each family must decide upon a plan that gets household tasks done without arguments and no one feels that he is doing more than his fair share. If everyone takes part in the planning, then the people in the family will work more cooperatively.

III. Teenager's responsibilities in the home.

A teenager's first responsibility is to his education

A. A teenager's first responsibility is to his education. A teenager must meet the responsibility of school and homework. Then the amount of time left may be used for household tasks and leisure.

HOUSING

INFORMATION SHEET

IV. Orderliness in the home

A. Efficient, orderly work habits can save time and energy. Everything in a home should have a place of its own and be put back after it has been used. Habit is the key to orderliness. Orderliness in a home is restful to the eye and soothing. Clutter creates confusion and upsets the beauty, efficiency and comfort of any home.

V. Home care standards

A. Many factors influence home care standards.

1. Personal standards of cleanliness and order
2. Basic concern for health and safety of family
3. Opinion and feelings of family and friends
4. Available resources

   a. Money
   b. Human energy
   c. Talents
   d. Time
   e. Creativity

VI. Using space wisely

The less space you have, the more planning and care are required to keep it tidy.

VII. Household cleaning techniques:

A. Floors - any floor should be swept frequently to minimize damage of ground-in dirt.

1. Vacuum or sweep floor prior to washing.

B. Carpets - vacuum frequently to prevent grit and dirt from becoming embedded in fibers.

C. Walls - for general cleaning of painted surfaces, use a solution of household cleaner as: Top Job, Mr. clean, or Mr. Spic and Span, and apply only enough pressure to remove soil.

1. For fingermarks or tough spots, use full-strength liquid cleaners and rinse, or use a spray cleaner.

HOUSING

INFORMATION SHEET

D. Appliances:

1. Applicances should be cleaned frequently so that dirt does not accumulate.

2. Cleaning the range - wipe up any spills immediately with paper towels or a soft dry cloth to prevent setting food stains into the porcelain.

3. Refrigerator:
Proper food storage, dependent on cleanliness.

   a. Wipe up any spills as soon as they occur.
   b. Remove and throw away anything that is bad.
   c. At least once a month, thoroughly clean the inside of the refrigerator.

E. Dusting:

1. Dusting is not difficult. Some types of furniture may need polishing as well as dusting. A soft cloth or specially treated dustcloth and furniture polish may be used for cleaning and polishing.

2. a. Dust the surface beneath them before setting objects back in place.
   b. A vacuum cleaner may be used for removing dust from draperies and curtains, and for cleaning the upholstery with dusting attachments.

F. Storage:

1. Well-planned storage areas contribute a great deal to family comfort. For efficient storage store items close to the spot where they will be used.

   a. As you rearrange your storage check for the safety of the stored items.
   b. It is important that each member in a family have one private area for storage of private things.
   c. Every family member has a responsibility to keep his or her own possessions put away and to discard trash and unneeded items.

HOUSING

ASSIGNMENT SHEET

1. Choose from a magazine a house and then indicate with pictures what will make it a home.

2. In your own words, what makes a home comfortable?

3. On the attached form: List some of the things you would do to make this room orderly. List some techniques you could use in making it clean.

4. What do you think influences your way of keeping your home neat, clean and attractive.

5. Whose job do you feel it is in keeping a home clean and orderly. Why? Write a paragraph about it.

6. Using the assignment sheet 1 - Task Balance Sheet, list ten jobs done in your home every week. Fill in the time it takes to do it, the effect, cost and result and the product or resource used to accomplish it. Check the three jobs which you believe are most important, and mark two which are least important.

   Next to the job list the name of the family member who does the job. In the back of the paper tell how you can help with those jobs which you do not do.

7. Do you feel that housekeeping chores in your family are divided fairly among all members? Why?

8. If you were a parent how would you make your children help around the house? Write a paragraph about it.

9. List at least three jobs which must be done daily.
   List 5 jobs which can be done weekly.
   List 5 jobs which can be done occasionally.
   List two jobs done seasonally.

10. Choose from a magazine different types of products which you use at home for cleaning purposes. Then tell how it is used at home.

11. Explain how these objects could be used for storage devices: wooden crates, shoe boxes, cigar boxes, plastic cleaner, bags, coat hangers other than for hanging clothes.
    List some storage ideas that you presently use and works for you.

12. Make an item to be used at home as:

    Decoupage, ojo, string art, or some other item you can make at home Bring in for grade. Job sheet 1 - instructions for Decoupage.

HOUSING

ASSIGNMENT SHEET

a. Caring for a Home, Proctor and Gamble, P. O. Box 4009, Cincinnati, Ohio 45214. Cost $3.50.

b. Decorating and Crafts Ideas, Multi purposes monthly magazine. Southern Living Inc. 1303 Foch Street, Fort Worth, Texas.

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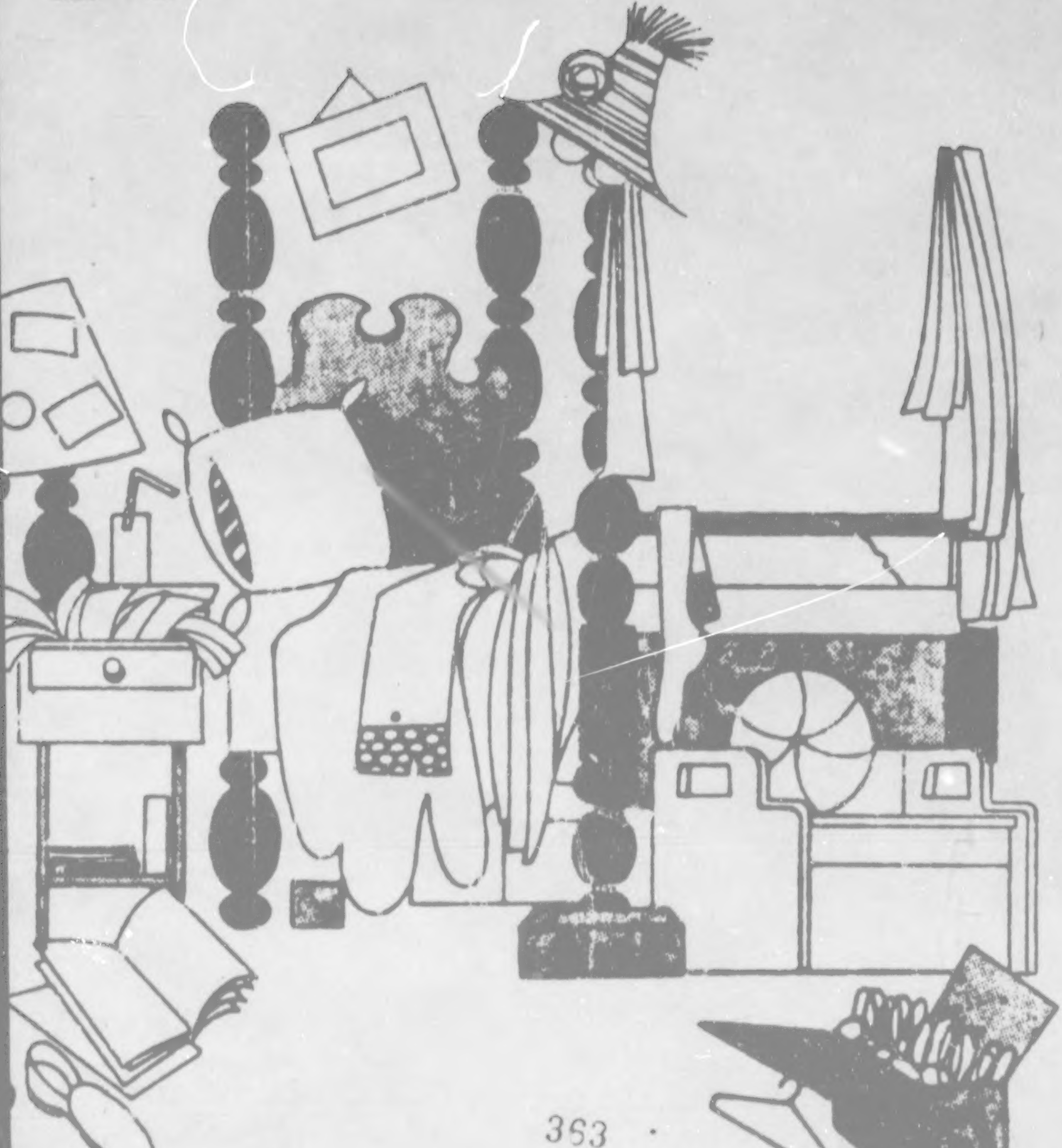
HOUSING

ASSIGNMENT SHEET 3



HOUSING

ASSIGNMENT SHEET for ITEM 6

TASK BALANCE SHEET

b	Who Does	Time	Effect	Cost	End Result

✓ Most important

X Least important

HOUSING

JOB SHEET SHEET 1

Preparation required in making an item to be used for home decoration:

Example: Decoupage

1. What will I make? Decoupage picture

2. How can I use it? Decoration in my room

3. What supplies will I need? Board, and paper, stain or paint, picture, Mod Podge, picture hanger

4. Directions for making my project.
    1. Decide on shape and size of a piece of wood or choose a piece of wood that has already been cut.
    2. Sand board. Be sure to sand edges so that they are not rough.
    3. Stain or paint board, if desired.
    4. Use Mod Podge to attach picture to board. Follow the directions on the Mod Podge. Allow to dry completely.
    5. Apply a coat of Mod Podge and allow to dry completely.
    6. Apply several coats of Mod Podge, if desired.
    7. Attach picture hanger on back of board.

5. Estimate of time needed to complete project: 4 days.

HOUSING

TEST

I. Answer the following questions with True or False after reading the statement:

_________ 1. The less space you have, the less planning is required to keep a house tidy.

_________ 2. Efficient, orderly work habits save energy.

_________ 3. Housekeeping

_________ 4. It is the responsibility of a mother to discard trash and unneeded items.

_________ 5. It is necessary for each member in a family to have a private area for storage

II. Answer the following questions:

6. List the three human resources used in the care of a home:

A.
b.
C.

7. List things you should consider when planning storage space:

A.
B.
C.

8. Why is it necessary to sweep a floor before washing it?

9. A home should allow each person:

A.
B.
C.

10. How can a family get household tasks done without arguments?

11. Efficient, orderly work habits can save:

A.
B.

12. What does clutter create and why?

13. Why should spills on a range be cleaned up immediately?

HOUSING

TEST

III. Fill in the blanks with the correct word or words:

The list of words to be filled in the blanks will be at the bottom of the statements.

14. Every home requires effort to make it a ________________ place to live.

15. Housekeeping requires ____________________ and people to be accomplished efficiently.

16. One of the factors which influence home care standards is: personal standards of cleanliness and ______________________.

17. ____________________ does not wear out the carpet.

18. A house is four walls that __________________ a person at any one time.

19. Everything in a home should have a ____________________ if it's __________________________.

20. After a teenager has met his responsibility, the amount of time left may be used for ____________________ tasks and ______________________.

21. Clutter creates confusion and upsets the __________________ efficiency and ________________ of any __________________.

WORD LIST

Beauty
Comfort
Comfortable
Household

Home
Leisure
Orderliness
Own

Place
Shelter
Skills
Vacuuming

HOUSING

ANSWERS TO TEST

I. True or Talse

1. F The less space you have, the more planning required.
2. T
3. F It also requires people.
4. F It is the responsibility of every member in the family.
5. F
   T

II. Answer the following questions.

6. The three human resources are:
   a. Time
   b. Energy
   c. Skills

7. Things to consider when planning storage space.
   a. Store items close to spot where the item will be used.
   b. Check for safety
   c. Each member has a private storage area.

8. It is necessary to sweep a floor before washing it, to minimize damage of ground-in dirt.

9. A home should allow each person:
   a. Privacy
   b. Freedom to use some leisure time to develop personal interests

10. A family can get household tasks done without arguments by having everyone take part in the planning of a schedule.

11. a. Time
    b. Energy

12. Clutter creates chaos because it does not look good to the eyes and makes some people feel uneasy.

13. Spills should be cleaned up immediately so that food stains will not set on range.

III. Fill in the blanks.

14. Comfortable
15. Skills
16. Orderliness
17. Vacuuming
18. Shelter
19. a. Place
    b. Own
20. a. Household
    b. Leisure
21. a. Beauty
    b. Comfort
    c. Home

NUTRITION

LEVEL II

UNIT OBJECTIVE

After completion of this unit, the student should be able to explain the importance of nutrients in maintaining a healthy body. The student should be able to list the food groups and give the number of servings needed daily, and list the sources and functions of the nutrients found in each gooup. The student should score 85% on the unit test.

SPECIFIC OBJECTIVE

After completion of this unit, the student should be able to:

1. Match terms associated with nutrition to correct definitions.
2. List the food groups and the number of servings needed daily.
3. List sources of the nutrients.
4. Match nutrients with their correct function.
5. Explain the importance of nutrients in maintaining a healthy body.
6. Evaluate daily meals according the foods groups.
7. Evaluate own diet in comparison to the food groups.
8. Analyse food labels.
9. Give examples of careers related to the food industry.

NUTRITION

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide students with objective sheet.
- B. Provide students with information sheets.
- C. Discuss objectives.
- D. Discuss information sheets.
- E. Provide students with assignment sheets.
- G. Give test.

II. Student

- A. Read objective sheet.
- B. Study information sheets.
- C. Complete assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheets
- C. Nutrient table
- D. Suggestions for teaching
  1. Food groups
  2. What is a balanced meal?
  3. Careers
  4. Games; e.g., Food Jeopardy and Nutrition Rummy
- E. Bulletin board ideas
- F. Audio-visuals
- G. Test
- H. Answers

NUTRITION

REFERENCES

II. Referneces

A. Barclay, Champion, Brinkley, and Funderburk. Teen Guide to Homemaking. New York: McGraw Hill, 1972.

B. Dunn, Martha Davis and Yvonne Peeler. Living, Learning, and Caring. Massachusetts: Ginn and Co., 1976.

C. Fleck, Henrietta and Louise Fernandez. Exploring Home and Family Living. New Jersey; Prentice-Hall, 1971.

D. Food for Youth Study Guide, U.S. Department of Agriculture, Washington, D.C.: 1975.

F. Kowtaluk, Helen, and Alice Orphanos Kopan. Food [illegible]r Today. Illinois: Chas. A. Bennet Col, Inc., 1977.

G. Lewis, Banks, and Banks. Teen Horizons. London: Macmillan Co. The Macmillan Family Life Series, 1970.

H. National Dairy Council. Comparison Cards.

I. Peck, Moragne, Sickler, Washington. Focus on Food. San Francisco: Webster Division, McGraw-Hill Book Co., Inc., 1974.

J. J. C. Penney's. Nutrition, What's In it for You.

K. Reiff, Florenca, M. Steps in Home Living. Illinois: Chas. A. Bennet, Co., Inc., 1966.

AUDIO-VISUALS

I. Films

- A. Big Dinner Table, Waxler (Perrenial), 1965. Available from APS A-V Center
- B. Real Talking Singing Action About Nutrition, Oxford Films, 1974. Available from APS A-V Center.
- C. What's Food to Eat. Perennial. 1968. Available from APS A-V Center

II. Filmstrips

- A. Nutrition, What's In It For You. J. C. Penney's. 1974. Includes student activity sheets and suggestions for using the kit.
- B. Snack Facts, Encore-Visual Education, 1972.

III. Other

- A. Comparison Cards, Set 1 For Teenagers, National Dairy Council, 1969.

NUTRITION

INFORMATION SHEET

I. Terms

- A. Nutrition - science which studies food and how it affects your body.
- B. Nutrients - chemicals in food needed for good health.
- C. Enriched - good parts of the food are lost as the food is processed. These nutrients are replaced by this process. This is done with bread and cereal products.
- D. Fortified - extra vitamins and minerals are added to food.
- E. Citrus fruits - oranges, grapefruits, lemons, and limes.
- F. Balanced meal - meal which has a food from each food group.
- G. Food groups - guide to follow to get the needed nutrients from our daily eating.

II. Food groups and servings needed daily

- A. Milk group - 4 or more servings
- B. Meat group - 2 or more servings
- C. Fruit and vegetable group - 4 or more servings
- D. Bread and cereal group - 4 or more servings

III. Nutrients found in each group

A. Milk group contains many nutrients. Some of these are:

1. Calcium
2. Vitamin D in fortified milk. Also found in sunshine.

B. Meat group

1. Protein
2. Iron

C. Fruit and vegetable group

1. Vitamin A - found in dark green, deep yellow, and orange fruits and vegetables. Examples: broccoli, spinach, carrots, squash, cantaloupes, apricots.

2. Vitamin C. - found in citrus fruits, cabbage family, strawberries, tomatoes.

D. Bread and cereal group

1. B Vitamins

   a. Riboflavin
   b. Niacin
   c. Thiamine

2. Carbohydrates

NUTRITION

INFORMATION SHEET

IV. Nutrients and what they do

- A. Calcium
    1. Builds strong bones and teeth
    2. Helps blood to clot
    3. Helps nerves and muscles to relax
- B. Vitamin D - helps the body use calcium
- C. Protein - builds and repairs body tissues
- D. Iron
    1. Keeps blood healthy
    2. Carries Oxygen to the cells
- E. Vitamin A - Keeps skin and eyes healthy
- F. Vitamin C
    1. Helps fight infection
    2. Keeps body cells healthy, especially gums
- G. B. Vitamins - riboflavin, niacin, and thiamine
    1. Helps keep nervous system healthy
    2. Helps body use energy
    3. Promotes good appetite and digestion
    4. Helps keep skin healthy
- H. Carbohydrates - give quick energy
- I. Fats - give energy

(See Nutrient Table)

V. How food affects you

- A. Health - In order to look and feel your best you must be healthy.
- B. Appearance - the way you look.
    1. Skin
    2. Hair
    3. Size and shape
- C. Performance - food gives you energy to do your best in anything you do
- D. Personality - You need to feel and do your best at all times. Eating the right food will help you work toward a pleasing personality

NUTRITION

INFORMATION SHEET

VI. Food labeling

A. Why? - to help the consumer make decisions when buying food.
B. The government says certain information must be on the label.

VII. Careers in the food industry

A. Food production - farmers, ranchers, etc.
B. Food processing - factories, bakeries, etc.
C. Food preparation - cooks, chefs, etc.
D. Serving food - waiters, waitresses, etc.

NUTRIENT TABLE

NUTRIENT:	IMPORTANT JOB:	HOW YOU CAN GET IT:	NOT GETTING ENOUGH MAY CAUSE:
PROTEINS 	HELP YOU GROW BUILD AND REPAIR BODY TISSUE GIVE YOU ENERGY	MEAT, FISH, POULTRY EGGS MILK AND CHEESE DRIED PEAS AND BEANS NUTS	GROWTH TO SLOW DOWN POOR MUSCLE TONE POOR POSTURE
CARBOHYDRATES (SUGARS & STARCHES) 	GIVE YOU ENERGY	BREADS AND CEREALS POTATOES, CORN BANANAS SUGAR, JELLY, & HONEY	GIVES YOU MOST OF THE CALORIES TOO LITTLE: WEIGHT LOSS TIRED TOO MANY: OVER WEIGHT
FATS 	GIVES YOU LOTS OF ENERGY IN A SMALL AMOUNT OF FOOD	BUTTER, MARGARINE CREAM SALAD OILS & DRESSINGS FAT IN MEAT	
VITAMIN A 	KEEPS SKIN CLEAR HELPS EYES STAY HEALTHY	DEEP YELLOW VEGETABLES DARK GREEN VEGETABLES	LIKELY TO GET INFECTIONS EASILY DRY EYELIDS, REDDENED EYES EXTREME LACK: SKIN DISEASE, EYE PROBLEMS

NUTRIENT TABLE CONTINUED

NUTRIENT:	IMPORTANT JOB:	HOW YOU CAN GET IT:	NOT GETTING ENOUGH MAY CAUSE:
VITAMIN B-COMPLEX 	KEEPS THE NERVOUS SYSTEM HEALTHY	ENRICHED OR WHOLE-GRAIN BREADS & CEREALS MEAT	NERVOUSNESS IRRITABILITY
VITAMIN C 	HELPS HOLD CELLS TOGETHER HELPS THE BODY FIGHT INFECTION	CITRUS FRUITS (ORANGES, GRAPEFRUITS, LEMONS, LIMES) TOMATOES GREEN PEPPERS	GUMS TO BE SORE AND BLEED LOSS OF APPETITE
VITAMIN D 	HELPS THE BODY USE MINERALS	SUNSHINE VITAMIN D MILK BUTTER	BONES AND TEETH TO FORM POORLY
MINERALS: CALCIUM 	HELPS BUILD STRONG BONES AND TEETH	MILK CHEESE ICE CREAM	VERY RARE
IRON 	HELPS CARRY OXYGEN TO THE CELLS	LIVER, OTHER MEATS EGGS	TIRED FEELING STOMACH UPSETS PALE, DIZZY

**HOW COULD YOU RELATE THE BASIC 4 FOOD GROUPS TO THE NUTRIENTS?

BULLETIN BOARD IDEAS

1. Use a "Nutrition Tree" to introduce the study of nutrients and their sources. Make a tree trunk out of brown paper or fabric and leaves out of green. Five branches bear the names of the nutrients - minerals, proteins, fats, carbohydrates, and vitamins. The leaves on each branch have pictures of the food sources of each nutrient. The board is titled "Grow With Good Nutrition."

   Students could look for the pictures and place them on the proper branch.

2. Use a large clock as the center of a bulletin board entitled "Time for Good Eating." The clock is divided into four sections for the four food groups. Pictures from each group are placed on the clock. Put the number of servings needed from each group.

   Uee this board to discuss why good eating is important and why students should take time to eat nutritious foods.

3. Use a picture of a teenager as the center of a bulletin board entitled "Food is the prescription." Point to different points of the body and list foods that keep that part healthy. Examples: pointing to eyes: Spinach, carrots, broccoli, melons.

   Skin - spinach, carrots, etc.
   Bones - milk products
   Muscles - meat, eggs, etc.

NUTRITION

TEACHER'S NOTE ON ASSIGNMENT SHEET 1 - GROUPING

This is an interpretive-level exercise. Students are to look for relationships among meanings of words, requiring more than recall. You may find that doing this excercise within groups provides profitable interaction among the students.

The next step can be varied:

1) After a time all papers can be collected. Then the class can discuss the five possible groups. Leading questions can be used if everyone is far from the correct answers. The five groups can then be listed on the chalk board. Each group will get a chance to place one food in each of the groups until they've all been placed.

OR

2) The students can be told, after a reasonable time, to turn over their papers. The groups will be written on the back of their paper and the words listed under each. A class discussion will then follow on how each group was chosen and how the foods were determined to go in each group.

OR

3) Other conclusions can be developed by the teacher.

NUTRITION

TEACHER SUGGESTIONS FOR TEACHING THE FOOD GROUPS

Generalization: Foods are divided into food groups. These foods are grouped according to the nutrients they contain.

Teacher	Student
Going around the room, each student name a food they like or that they sat often. I'll write these on the board. (Teacher list foods in six columns - Basic 4, extra group and combination of groups.)	Each student name a food.
Do you notice anything about how I have written these on the board?	Foods made with milk. All fruits and vegetables are t together. Meats.
What could we name each of these groups?	Meat, milk, fruits and vegetables, breads and cereals, extra
Show chart of the Basic Your food groups	
Why are milk and ice cream in the same group?	They are both made from milk.
What vitamin or mineral does milk contain?	Calcium.
What does calcium do for your body?	Helps build strong bones and teeth
Vitamins and minerals are called nutrients. Someone look in the bood for the definition of nutrient.	Chemicals in food that keep us healthy.
Why are chicken, roast, and fish in the same group?	All are meat.
Why are eggs, pinto beans, and peanuts also in the meat group? What vitamin or mineral is found in these foods?	Protein.
Continue for each food group.	
What conclusion can we make about the way foods are divided into groups?	Foods with the same nutrients are in the same group.

ASSIGNMENT SHEET 1 - GROUPING

DIRECTIONS: Below is a list of words from this unit. They would be grouped under five headings. Look for ways that these words might go together in groups. List the names of the five groups in the spaces at the bottom of the list.

WAFFLE
APPLE
SALT
BUTTER
COTTAGE CHEESE
PEACH
CHEESE
TUNA
MACARONI
TORTILLA
STEAK
CHERRY
MUSTARD
ICE CREAM
PORK CHOP
TOMATO
PEANUTBUTTER
CEREAL
POTATO
EGG
WATER
BREAD
SYRUP
BOLOGNA
LETTUCE
SUGAR
PUMPKIN
MILK
JELLY
BEANS

1. What do the five (5) groups have in common?
2. How did you decide the five groups the words want in?
3. What is the name for four (4) of these groups together?

NUTRITION

SUGGESTION FOR TEACHING: WHAT IS A BALANCED MEAL?

This exercise is one where students will develop the concept.

Generalization: A balanced meal includes a food from each of the food groups.

Preparation: Find pictures or put together pictures of balanced or unbalanced meals. Label balanced meals with a "yes" and unbalanced meals with a "no."

"I have an idea that I would like to discuss with you today. Also, I have some pictures that are labeled with a "yes" or a "no". Each of the "yes" examples contain the idea that I am thinking of. Each of the "no" examples does not contain the idea. Your task is to determine what the idea is by comparing the "yes" and "no" examples and think of the ideas they represent."

Allow students to verbally state the ideas they think might be the correct response. Let them compare and contrast ideas while they are speculating.

Write the ideas on the board to keep an active list which is readily seen by the entire class.

At the students' command, cross out words and add names to the list of words on the board. Once crossed off by a "no" example, an attribute cannot be put back on the board if seen again in a "yes" example.

Provide additional example until concept is attained.

Followup activity on balanced meals: Plan and give to each class member a different name for one day. Try to plan each menu so that foods in one group are missing. Let each student try to decide which food group is missing and suggest specific foods which might be included to improve the menu. (Assignment sheet 2)

ASSIGNMENT SHEET 2 - BALANCED MEALS

Take a menu card and evaluate it according to the food groups. Each card has a day's meals and snacks.

(NOTE: See Suggestions for teaching: What is a Balanced Meal? for teacher preparation.)

1. Put the foods into the food groups. Some foods may belong in more than one group. (Example - a hamburger with lettuce and tomato belongs in the meat group; bread and cereal group, and fruits and vegetables group.)

   MILK GROUP

   FRUITS AND VEGETABLES GROUP

   MEAT GROUP

   BREAD AND CEREAL GROUP

2 Compare the number of servings you had in each food group with the number of servings recommended. Are there enough foods from each food group?________________________________

3. If not, what foods could be added to make this a balanced daily menu?____

   ____

NUTRITION

ASSIGNMENT SHEET 3 - YOUR DAILY DIET

Complete the chard on the following page following the directions below:

1. In the first column write down all the foods you ate yesterday for breakfast, lunch, dinner, and snacks. Try to remember how much of each food you ate and write these amounts down next to each food you listed.
2. Put each food in the correct column for the food groups.
3. Add the number of servings you had in each food group for all your meals and snacks. Write each total in the spaces on the chart.
4. Compare the number of servings you had in each food group with the number of servings recommended. Did you get enough goods from each food group?

   ____

5. If you did not have the recommended number of servings in each food group, how many more servings in each group do you need?

   Milk ____________________, Meat ____________________,

   Bread-Cereal ________________, Fruit-Vegetable ________________.

6. How can you improve your eating habits to include all the foods you need?

   ____

   ____

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		BASIC FOUR FOOD GROUPS				
FOODS YOU ATE	AMOUNT YOU ATE	MILK GROUP	MEAT GROUP	BREAD & CEREAL GROUP	FRUIT & VEGETABLE GROUP	EXTRAS
BREAKFAST:						
LUNCH:						
SUPPER:						
SNACKS:						
TOTAL SERVINGS YOU HAD IN EACH FOOD GROUP:						
RECOMMENDED SERVINGS FROM EACH BASIC FOUR FOOD GROUP:		4	2	4	4	

N 11 17

NUTRITION

ASSIGNMENT SHEET 4 - MAGIC SQUARE

Nutrition terms and nutrients and what they do

Directions: Match the number with the letter that best tells the definition or what the nutrient does. Put the number in the box that is marked with the letter. If you pick the best answers, you will be able to tell the "magic number." All rows and columns will have the same total when added.

1. Calcium
2. Vitamin D
3. Protein
4. Iron
5. Vitamin A
6. Vitamin C
7. B vitamins
8. Carbohydrates
9. Fats
10. Nutrition
11. Nutrients
12. Enriched
13. Fortified
14. Citrus fruits
15. Balanced meal
16. Food groups

A. Builds strong bones and teeth.
B. Meal which has a food from each food group.
C. Oranges, lemons, limes and grapefruits.
D. Keeps the blood healthy.
E. Vitamins and minerals that are lost during the processing are put back into the food.
F. Helps fight infection.
G. Helps keep the nervous system healthy.
H. Gives lots of energy in a small amount of food.
I. Give quick energy.
J. Science which studies food and how it affects your body.
K. Chemicals in food that keep you healthy.
L. Keeps skin and eyes healthy.
M. Extra vitamins and minerals are added to food.
N. Builds and repairs body tissues
O. Helps the body use calcium
P. Guide to follow for good health

NUTRITION

ASSIGNMENT SHEET 4 - MAGIC SQUARE

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

NUTRITION

ASSIGNMENT SHEET 5

VITAMINS IN FRUITS AND VEGETABLES

NOTE: This is a good assignment for one group to be working on while the other group is cooking.

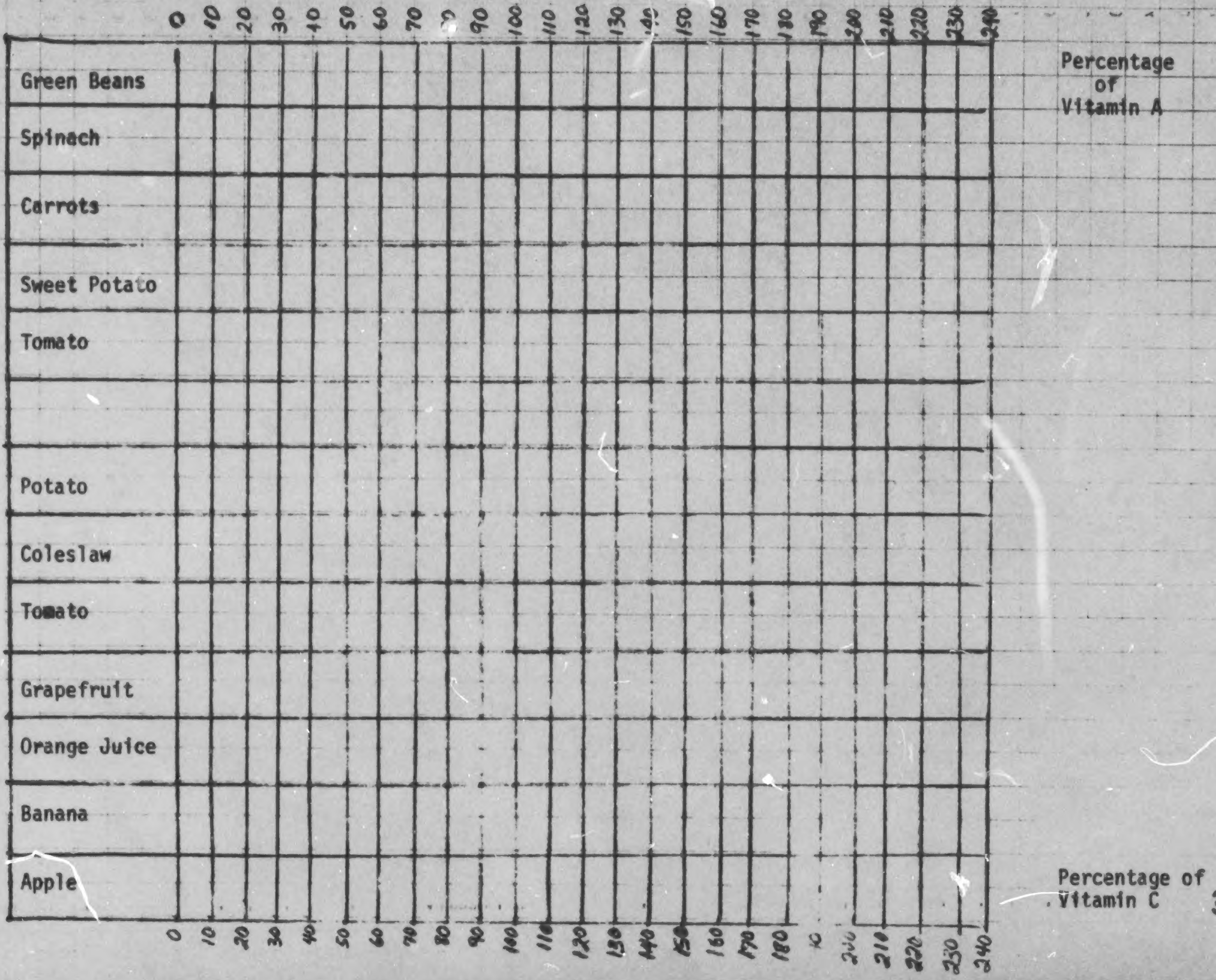
DIRECTIONS: Use the following information to make you own bar graph comparing the amount of Vitamin A and Vitamin C in common fruits and vegetables. You may use the chart on the next page. Color in the lines to the correct number for each fruit or vegetable.

VEGETABLES:	AMOUNT OF VITAMIN A:
1 Green beans	7%
2. Spinach	146%
3. Carrots	110%
4. Sweet Potato	232%
5. Tomato	27

FRUITS AND VEGETABLES:	AMOUNT OF VITAMIN C:
1. Potato	40%
2. Coleslaw	35%
3. Tomato	68%
4. Crapefruit	104%
5. Orange juice	127%
6. Banana	20%
7. Apple	6%

From your bar graphs answer the following questions?

1. What kinds of vegetables have the most Vitamin A?
2. What kinds of fruits have the most Vitamin C?


0 10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160 170 180 190 200 210 220 230 240
Percentage of Vitamin A
Green Beans
Spinach
Carrots
Sweet Potato
Tomato
Potato
Coleslaw
Tomato
Grapefruit
Orange Juice
Banana
Apple
0 10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160 170 180 190 200 210 220 230 240
Percentage of Vitamin C

N II 21

NUTRITION

ASSIGNMENT SHEET 6 - CAUSE AND EFFECT

DIRECTIONS: When a certain thing happens (cause) other things will result (effect.) For example, if you have a big test and don't bother to study (cause), you will flunk it (effect.) Below are listed some causes and effects. They are about the nutrients. Match them to show a cause-effect relationship. Be ready to defend your answers.

CAUSE	EFFECT
A. Lack of Vitamin C B. Lack of protein C. Lack of fats	1. Jane is not growing very tall. Cause.
A. Not enough Vitamin D B. Not enough calcium C. Not enough of the B-Complex vitamins.	2. Tom becomes very nervous and gets upset easily. Cause:
A. A lack of fats B. A lack of carbohydrates C. A lack of iron (mineral)	3. Bob begins to feel tired all the time. He seems to get enough sleep. Cause:

NOW THE CAUSE IS GIVEN	FIND THE EFFECT
4. A lack of Vitamin D Effect:	1. Red eyes 2. Poor bones and teeth 3. Loses weight
5. Eating too many carbohydrates Effect:	A. Gain too much weight, get fat. B. Grow too quickly C. Don't have to wear glasses.

NUTRITION

ASSIGNMENT SHEET 6

VITAMINS IN FRUITS AND VEGETABLES

6.	Not enough Vitamin A Effect:	A.	Gets infections and eye problems start
		B.	Becomes nervous and upset

NOW FIND THE CAUSE YOURSELF

7.	Cause:	Effect: Some bleeding gums

NUTRITION

ASSIGNMENT SHEET 7 - LABELING

1. With the teacher and the class, read and discuss the Nutrition Cues Fact Sheet, Parts 1 and 2 to find out the following:
   What is nutritional labeling?
   How does nutritional labeling help the consumer?
   What information is on the nutritional label?

2. Do the worksheet "Be Canny - What's on the Label?" with the writing in the answers on your own paper.

3. On your own, complete the worksheet "Labeling Update." Use the "Nutri-Oats Label" to find the answers. You may use the information on the Nutrition Cues fact sheet to help you.

It is recommendee that you use the leather J. C. Penney's kit - Nutrition, What's In It For You. These are on free loan from the local Penney's Store, the State Office for Vocational Home Economics or can be purchased directly from J. C. Penney Company,

Educational Relations Department
1301 Avenue of the Americas
New York, New York 10019.

The Cost is minimal

NUTRITION

SUGGESTIONS FOR TEACHING CAREERS

Discussion - Take one food and trace the people that have something to do with the production, processing, selling, serving, etc. of it until you are ready to eat it.

GAMES

FOOD JEOPARDY

This is an adaptation of the TV game.

Preparation required:

Cards are made for each of the four food groups, and a fifth one, we call "Pot Pourri" which includes such things as calories, nutrients, etc. The cards have a score on one side and a question of answer on the other. Scores range from 10 to 50 under each category and questions become more difficult as scores increase. Make questions and answers which are relevant to the age group and knowledge of nutrition of the participants.

The cards may be displayed on a flannel board; the wall (with masking tape); board with hooks; or a planning board made with strips of plastic or cardboard tacked across in rows.

VEGETABLES & FRUIT	BREAD & CEREAL	MEAT	MILK	POT POURRI
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

The group may be divided into three (or more) teams and each team member given a noise maker with which to signal his readiness to answer the question. The members of one team may have whistles, another bells, and the third snappers. In this way, it can easily be determined which team signaled first.

Rules of play:

Some means of determining which team will select the first question is decided upon, e.g., "Guess a number between 1 and 10," or draw slips of paper marked 1, 2 and 3.

The first team chooses a category at a level, e.g., milk at 10. That card is turned over for all to see (or it is read aloud) and anyone who thinks he can answer the question (or, in this case, provide the question which fits the given answer) signals with his noise maker. The first to signal is given a try. If correct, his team scores that amount (in this example, 10); if not, his team has that amount subtracted from its score.

If answer is correct, that team chooses another category and level, e.g., meat at 30. If incorrect, other members may signal immediately to have a try.

Play may continue until all cards are turned over or for a specified time. Team scores determine the winner.

Tiny Faye Jones, Program Leader, 4-H and Youth Development
December 8, 1970

BREAD AND CEREAL GROUP

	Question	Answer
10.	What are the required daily servings from the bread and cereal group?	Four or more servings
20.	What vitamin does this group have or give to the diet?	B vitamins
30	What nutrient gives you quick energy?	Carbohydrates
40.	What do the B vitamins do for your body?	Helps keep the nervous system healthy
50.	What is it called when vitamins are put back into bread and cereal products?	Enriched

MILK GROUP

10.	What are the required daily servings from the milk group?	Four or more servings
20.	What do cheese, cottage cheese, and ice cream have in common?	All are made with milk.
30.	Milk products are a source of what product?	Calcium
40.	The sunshine vitamin is the nickname for what vitamin that helps build calcium into bones?	Vitamin D
50.	What does calcium do for your body?	Builds strong bones and teech.

POT POURRI

10.	What tells the consumer what is inside the package?	The label
20.	What are lemons, grapefruits, oranges, and limes?	Citrus fruits
30.	What science studies and how it affects your body?	Nutrition
40.	What are chemicals in food that keep you healthy?	Nutrients
50.	Foods that contain extra vitamins and minerals are said to be	Fortified

FOOD JEOPARDY

Suggestions for questions and answers.

VEGETABLE AND FRUIT GROUP

	Question	Answer
10.	What are the required daily servings from the vegetable and fruit group?	Four or more servings
20.	Citrus fruits, tomatoes, strawberries, and potatoes give us what vitamin?	Vitamin C
30.	Deep green and yellow and orange vegetables and fruits give us what vitamin?	Vitamin A
40.	What vitamin helps hold body cells together, fights infections, and keeps gums healthy?	Vitamin C
50.	What does Vitamin A do for our bodies?	Helps keep skin and eyes healthy

MEAT GROUP

10.	What are the required daily servings from the Meat Group?	Two or more servings
20.	What nutrient builds and repairs body tissues?	Protein
30.	What are beef, peanuts, dry beans, peas, eggs, and chicken?	Sources of protein, foods in the meat group
40.	What nutrient keeps blood healthy?	Iron
50.	What is an excellent source of iron?	Liver

NUTRITION RUMMY

To the teacher: Make up a deck of cards with the name of a food on each card. Groups are the meat group, milk group, bread and cereal group, Vitamin A fruit and vegetables, Vitamin C fruits and vegetables, and other fruits and vegetables.

The object of the game is to have one card from each of the food categories in your hand of six cards: meat, milk, breads and cereals, Vitamin A fruits and vegetables, Vitamin C fruits and vegetables, and other fruits and vegetables.

Meat Group

- Peanutbutter
- Egg
- Ham
- Steak
- Chicken
- Walnuts
- Pork Chop
- Bacon

Milk Group

- Yogurt
- Sour cream
- Ice cream
- Milk
- Milkshake
- Cottage cheese
- Pudding
- Cheese

Breads & Cereals Group

- Rice
- Tortilla
- Oatmeal
- Roll
- Pancakes
- Waffles
- Toast
- Macaroni

Vitamin A Fruits and Vegetables

- Broccoli
- Carrot
- Spinach
- Turnip greens
- Squash
- Apricot
- Cantaloupe
- Pumpkin

Vitamin C Fruits and Vegetables

- Grapefruit
- Orange
- Lemon
- Potato
- Green chile
- Tomato
- Strawberries
- Cabbage

Other Fruits and Vegetables

- Watermelon
- Grapes
- Apple
- Pear
- Green beans
- Celery
- Cauliflower
- Lettuce

ANSWERS TO ASSIGNMENT SHEET #4

A 1	B 15	C 14	D 4
E 12	F 6	G 7	H 9
I 8	J 10	K 11	L 5
M 13	N 3	O 2	P 16

MAGIC NUMBER = 34 in all directions

NUTRITION

ANSWERS TO ASSIGNMENT SHEET 6

1. B
2. C
3. C
4. B
5. A
6. A
7. Lack of Vitamin C

ANSWERS TO ASSIGNMENT SHEET #7

LABELING

1. maximum

2. 1 ounce, 1¼ cups
   15 servings per container

3. 5¢

4. 110

5. low quality protein
   high quality protein

6. protein
   so the consumer can tell how much more protein he must get in one day
   4 grams 6%

7. no, because Nutri-Oats contains sugar

8. the amount of each ingredient

9. because they say it is "the nutritional breakfast cereal"

10. no

11. Corporal Mills, Inc., New York, NY

12. 25%

13. 35%

14. 1/2 cup

15. no, 75%

16. no, 60%

17. 10%

18. 25%

19. no, because most food contains some nutrients

NUTRITION

TEST

I. Matching: Match the body functions in List A with the nutrients in List B. Use a nutrient from List B only once. Put the letter in the blank.

List A	List B
_____ 1. Builds and repairs body tissues	A. Calcium
_____ 2. Quick energy.	B. Vitamin D
_____ 3. Helps build strong bones and teeth	C. Protein
_____ 4. Keeps skin and eyes healthy.	D. Iron
_____ 5. Helps body use calcium.	E. Vitamin A
_____ 6. Keeps blood healthy.	F. Vitamin C
_____ 7. Helps fight infections.	G. B vitamins
_____ 8. Keeps nervous system healthy.	H. Carbohydrates
_____	

II. Multiple Choice: Write the letter in the blank that is the best answer for the question.

_____ 1. Which of the following is the best source of calcium?

- a. Meat
- b. Vegetables
- c. Fruits
- d. Milk

_____ 2. Which of the following is the best source of Vitamin A?

- a. Milk
- b. Sun
- c. Leafy green or bright yellow vegetables
- d. Steak

_____ 3. Which of the following diets contains the best sources of Vitamin C?

- a. Citrus fruits, raw cabbage, strawberries
- b. Corn, cartots, bananas, grapes
- c. Spinach, lettuce, green beans
- d. Liver, pork, fish

_____ 4. Which of the following is not a citrus fruit?

- a. Orange
- b. Apple
- c. Lemon
- d. Grapefruit

NUTRITION

TEST

_____ 5. Which of the following foods is the best source of protein?
a. Egg c. Apple
b. Bread d. Lettuce

_____ 6. For which of the following groups does the Basic 4 recommend two servings daily?
a. Meat c. Fruits and vegetables
B. Milk d. Breads and cereals

______ 7. Which of the following is the sunshine vitamin?
a. Vitamin A c. Vitamin C
b. Vitamin B d. Vitamin D

______ 8. Carbohydrates are found in the _______________ group.
a. Milk c. Fruit and vegetable
b. Meat d. Bread and cereal

______ 9. Which of the following foods is the best source of iron?
a. Liver c. Bread
b. Lemon d. Ice cream

______10. Which group of foods are the best sources of the B vitamins?
a. Meat, fish chicken
b. Sunshine, milk, ice cream
c. Citrus fruits, tomatoes, potatoes
d. Breads and cereals

III. Use the following daily menu to answer the questions:

Breakfast: Grapefruit, toast, milk
Lunch: Hot dog, French fries, chocolate milkshake
Snack: Chocolate chip cookies, coke
Dinner: Spaghetti with meat sauce, tossed green salad with Italian dressing, green beans, garlic bread, iced tea, pudding

1. Are there enough servings from the Bread and Cereal group?____________________
2. Are there enough servings from the meat group?____________________
3. Are there enough servings from the milk group?____________________
4. Are there enough servings from the Fruit and Vegetable Group?____________________
5. Is there a good source of Vitamin C?____________________
   If the answer is "yes", what food is it?____________________
6. Is there a good source of Vitamin A?____________________
7. Is there a source of carbohydrates ____________________
   If the answer is "yes", what food is it?____________________

NUTRITION

KEY TO TEST

I. Matching

1. C
2. H
3. A
4. E
5. B
6. D
7. F
8. G

II. Multiple choice

1. D
2. C
3. A
4. B
5. A
6. B
7. B
8. D
9. A
10. D

III. Menu

1. Yes
2. Yes
3. No
4. Yes
5. Yes, grapefruit
6. No
7. Yes; toast, hot dog bun, spaghetti, bread

FOOD PREPARATION

LEVEL II

UNIT OBJECTIVE

After completion of this unit, the student will be able to follow a recipe, measure accurately, identify procedures for safety and sanitation, set a table and demonstrate good table manners. The student will be able to prepare and serve a simple meal. The student should score 85% on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit:

1. Match simple cooking terms used in recipes prepared in class to correct definition
2. Identify certain kitchen utensils and tools.
3. Describe the use of these kitchen utensils and tools.
4. Write abbreviations used for measurements.
5. Name common equivalents of measures.
6. Identify clean practices that should be followed in the kitchen.
7. Identify safety precautions that should be observed in the kitchen.
8. Identify table manners that should be observed
9. To set the table properly.
10. Demonstrate the ability to prepare foods from each of the food groups.

FOOD PREPARATION

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information sheet.
- C. Discuss objectives.
- D. Discuss information sheets.
- E. Provide students with assignment sheets.
- F. Discuss assignment sheet.
- G. Demonstrate skills necessary for job sheets.
- H. Give test

II. Student

- A. Read unit and specific objectives.
- B. Study information sheets.
- C. Complete assignments
- D. Complete job sheets
- E. Take test

FOOD PREPARATION

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheets for students

   C. Assignments

   D. Job sheets

      1. Job sheet #1 - To prepare a simple meal containing a hot sandwich and raw vegetables

      2. Job sheet #2 - To prepare and serve a simple meal containing eggs, a prepared bread and milk drink

      3. Job sheet #3 - To prepare and serve a meal containing a quick bread (pour batter) and fresh fruit

   E. Materials and suggestions for use in teaching this unit.

      1. Suggestions for working in the foods laboratory.

      2. Plan of work for students to use.

      3. Observation sheet for student evaluation.

      4. Evaluation sheet for student

      5. Suggestions of foods to be prepared in Job sheets 1, 2, and 3 and the principles to be taught.

      6. Suggestions of activities for the class

      7. Suggestions for bulletin boards

      8. Test

      9. Answers to the test.

II. References

A. Brinkley, Jeanne H., Chamberlain, Valerie M. and Champion, Francis. Teen Guide to Homemaking. Webster Division, McGraw-Hill Book Company, 1977.

B. Cronon, Marion L. and Atwood, June C. First Foods. Charles A. Bennet Co., Inc., 1976.

FOODS

INFORMATION SHEET

I. Cooking terms and definitions:

1. Bake: to cook in an oven.
2. Beat: To make a mixture smooth by lifting the mixture over and over quickly - or to stir very rapidly.
3. Blend To combine two or more ingredients until well mixed.
4. Boil To beat a liquid until bubbles are rising to the surface.
5. Broil: To cook directly under a flame or heating unit, or to cook over hot coals.
6. Chili: To place in the refrigerator until cold.
7. Combine: To mix two or more ingredients together while stirring.
8. Dice: To cut food into very small cubes.
9. Melt: To change a solid food into a liquid by heating it.
10. Pare: To cut off the outside skin of some vegetables and fruits.
11. Peel: To remove the skin of some fruits and vegetables.
12. Preheat: To let oven or broiler heat to right temperature before using.
13. Sift: To put dry ingredients, such as flour and powdered sugar, through a sifter to make finer or lighter.
14. Slice: To cut across into flat pieces.
15. Stir: To keep the ingredients moving in a circle, by the use of a spoon or fork.
16. Toast: To brown by using direct heat in toaster or oven.

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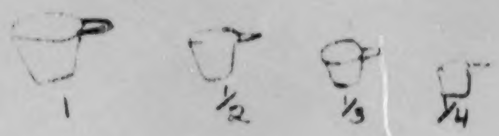
FOOD PREPARATION

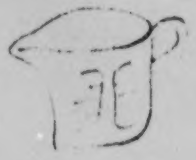
INFORMATION SHEET

II. Identification and use of measuring and cooking equipment:

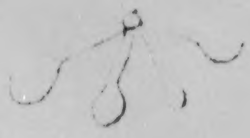
1. Dry measuring cups:
   To measure ingredients that have to be leveled off: 1 cup 1/2 cup, 1/3 cup and 1/4 cup.



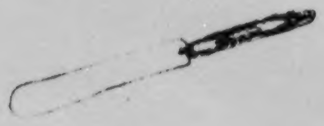
2. Liquid measuring cup:
   To measure any liquid such as water or milk. The glass or plastic lets you see if the measurement is exact. The lip helps prevent spilling when pouring.



3. Measuring spoons:
   To measure small amounts of ingredients: 1 tablespoon, 1 teaspoon, 1/2 teaspoon, 1/4 teaspoon.



4. Spatula:
   A straight edge tool used to level off ingredients; to lift cookies from pan; or to spread sandwich filling.



5. Cookie sheet:
   To bake cookies or biscuits on.

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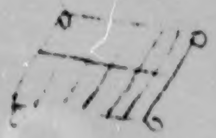
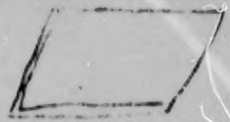
FOOD PREPARATION

INFORMATION SHEET

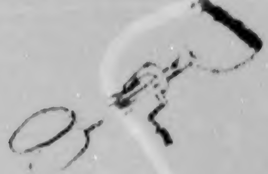
6. Cooling rack:
To cool cake, cookies, etc. when they come from the oven.



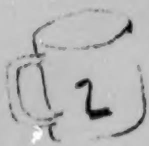
7. Cutting board:
A board used for cutting so that you won't mark the table or counter. NOTE: Wash but do not soak in water because wood soaks up water.



8. Egg beater:
To mix ingredients; to beat egg whites or whip cream.



9. Flour sifter:
To sift flour.

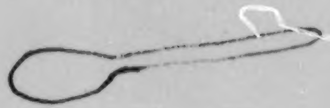


10. Mixing bowls:
To mix ingredients in a recipe.

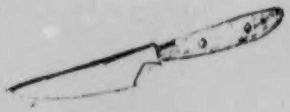
FOOD PREPARATION

INFORMATION SHEET

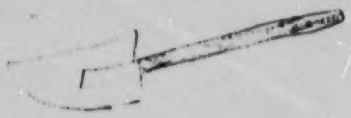
11. Mixing spoons:
To stir or mix food.



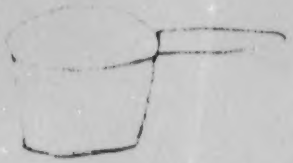
12. Paring knife:
To peel or cut fruits and vegetables.



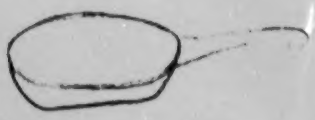
13. Rubber scraper:
To remove food from sides of utensil.



14. Saucepan:
To cook food on top of stove.
NOTE: Handle should be turned toward center of stove.



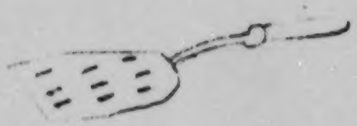
15. Skillet:
To fry food or can be used as a griddle.



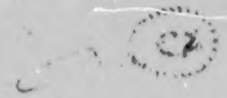
FOOD PREPARATION

INFORMATION SHEET

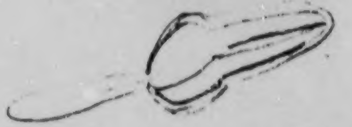
16. Turner:
To turn tender foods.



17. Vegetable brush:
To clean vegetables and some fruits.



18. Vegetable peeler:
To remove peeling from vegetables and fruits .



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FOOD PREPARATION

INFORMATION SHEET

III. Abbreviations used in recipes:

1. Cup - C. or c.
2. Tablespoon - T. or tbsp.
3. Teaspoon - t. or tsp.
4. Few grains - f. g.

IV. Equivalents:

1. 3 Teaspoons = 1 tablespoon
2. 16 Tablespoons - 1 cup

V. Cleanliness in the kitchen:

1. Cleanliness in the kitchen is important to good health - you must be neat and clean - you should have clean clothes, hands and nails. Your hair should be well back from your face and under control.

2. A washable clean full length apron should be worn in class.

   a. To protect your clothing while you are working
   b. To protect the food you are handling and serving.

3. Keep your hands away from your face and hair while working

4. Wash your hands after using handkerchief, coughing, or sneezing.

5. Use a clean spoon to taste food.

6. Use dish towels only for drying dishes.

7. A utensil dropped on the floor should be washed before using it again and a dish towel dropped on the floor should not be used again.

8. Keep work areas clean

9. Handle plates so that fingers do not touch the eating surface.

10. Handle silverware by handles.

11. Handle glasses by base, not the rim.

FOOD PREPARATION

INFORMATION SHEET

12. Use tongs, spoons or fork for serving food.
13. Handle food as little as possible.
14. For clean dishes do the following:
    - a. Scrape all food from the dishes (rinse if needed)
    - b. Stack the dishes
    - c. Fill the dish pan with hot, soapy water
    - d. Wash the dishes with a dish cloth or sponge in the following order:
        1. Glassware
        2. Silverware
        3. Dishes
        4. Pots and pans
    - e. Rinse dishes in very hot water to remove soap, help kill germs and also it helps dry the dishes.
    - f. Dry dishes with a clean dish towel or cover with a clean towel and allow to air dry.

VI. Protecting yourself and others:

To protect yourself and others develop safe work habits.

1. Wipe up spills as soon as they occur
2. Keep cabinet doors and drawers closed
3. Learn how to use appliances and utensils correctly, and follow directions
4. Wash sharp knives separately
5. Use pot holders to handle hot dishes
6. Keep the handles of pots turned in, toward the center front of the range
7. Keep paper and cloths away from the stove to avoid fires.
8. Cut away from you when preparing foods. Use a cutting board where possible.
9. Know what to do in case of a fire
10. Stir hot foods with a wooden spoon
11. Keep apron strings, ruffles, etc. away from flame
12. Work quickly, quietly and carefully. Keep the kitchen in order at all times.

FOOD PREPARATION

INFORMATION SHEET

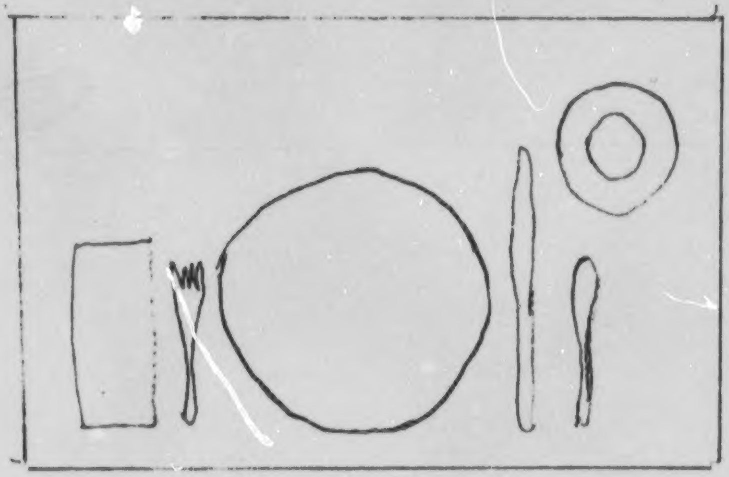
VII. Table manners:

Members are considerate of other people. Good manners are essential to making mealtime pleasant; try to use good manners always.

1. Sit up straight in your chair
2. Place your napkin open in your lap. The napkin should be open halfway.
3. Drink quietly.
4. Wait until you have swallowed food before you talk. Do not talk when you have food in your mouth.
5. Place your used silverware on the plate. Do not place on the table.
6. Talk about pleasant things during the meal
7. Ask to have things passed to you. Do not reach too far for them.
8. Keep your arms and elbows off the table while you eat.
9. Eat slowly, and chew quietly, with the lips closed.
10. Wipe lips with napkins frequently during the meal.
11. Learn to handle your knife and fork correctly.
12. It is not proper to cut all of your food before starting to eat. It should be cut into bite-size pieces as it is eaten.
13. When you have finished eating, place the knife and fork close together across the center of the plate.
14. At the end of the meal, place your napkin beside your plate.

FOOD PREPARATION

VIII. TABLE SETTING



1. A place setting is the table setting for one person. Allow about 20 inches for each person.
2. The dinner place is placed in the center and about 1 inch from the edge of the table.
3. Forks are placed the left of the dinner plate.
4. Knives and spoons are placed to the right of the dinner plate. Knives are placed with the cutting edge facing the plate for safety.
5. The water glass is placed above the knife.
6. Cup and saucer is placed up and to the right of the spoon

FOOD PREPARATION

INFORMATION SHEET

IX. Preparation and Nutrution

Food that is prepared correctly will both look good and taste good. The proper preparation of foods is based on principles of cookery. These principles are based on the type of food value in each food.

1. Sandwiches are one of the most popular foods served - The possibilities of sandwiches are endless - some are served cold and some are served hot - They can be simple and they can be made for elegant occasions.

    a. Before starting to prepare the sandwiches have all your utensils and ingredients ready to use.
    b. Use a variety of breads and fillings.
    c. Spread the fillings evenly to edge of the bread with spatula.
    d. Using a bread board and sharp knife, but the sandwiches into interesting shapes.
    e. For contrast, serve crisp foods with sandwiches - such as carrot sticks, pickles, etc.
    f. Hot sandwiches can be made by broiling or cooking on grill or skillet.

2. Vegetables are one of our best sources of minerals and vitamins. We should eat some every day and some should be now. To have vegetables look pretty and taste good, prepare them this way:

    a. Fresh vegetables should be firm.
    b. Fresh vegetables should be stored in vegetable compartment of the refrigerator.
    c. Wash vegetables well - Use a vegetable brush when needed. Drain well.
    d. Do not soak.
    e. If necessary, scrape or peel with vegetable peeler or sharp knife. Remove the thinnest possible peeling to preserve nutrients.
    f. Peel and cut just before serving.

3. Eggs are a valuable food because of the protein, vitamins and minerals they contain.

    a. Eggs should be stored in the refrigerator.
    b. Eggs should be washed before using.
    c. Because of the protein they contain, eggs must be cooked at a low temperature and only as long as necessary or they will be tough.

FOOD PREPARATION

INFORMATION SHEET

4. Milk is an almost perfrct food: it supplies us with calcium and contains most of the necessary nutrients.

   a. Milk is highly perishable, so it must be kept clean and cold.
   b. Do not allow milk to stand in sunlight because the vitamin riboflavin is easily destroyed by light.
   c. The principles of cooking milk is the same as other high-protein foods - use low heat - but these problems may arise when cooking milk.

5. Quick breads are easy and quick to make.

   a. Quick breads are so named because they use baking powder or baking soda for leavening and the rising process is quicker than in making yeast breads.

   b. A batter is a mixture of flour and liquid that is beaten
   c. A pour batter is very thin because of the large proportion of liquid to flour and will pour easily - Pancakes and waffles are examples.
   d. In making quick breads, the principle is to handle and mix the ingredients as little as possible so that they won't become tough.

6. Fruits are rich in vitamins and minerals and citrus fruits supply us with vitamin C.

   A. Wash fresh fruits thoroughly before preparing or serving.
   b. Fresh fruits usually contain greater food value than canned or dried fruit
   c. Fresh fruits may taste better
   d. When peeling fruits, remove the least amount of skin because the vitamins and minerals are located just under the skin of many fruits
   e. To prevent loss of Vitamin C, fresh fruits should be cut just before serving.
   f. To prevent bananas and apples from turning dark, coat with citrus fruit juice.
   g. Keep fresh fruit in refrigerator except bananas.

FOOD PREPARATION

TEACHER'S SUGGESTIONS FOR TEACHING FOODS

I. Teaching with Meal Patterns

A. Decide what is important to teach and guide students in the selection and understanding of goal.

B. Introduce a meal pattern which is chosen because it will serve as a means of teaching principles which are important.

C. The teacher plans directed experience with the entire class. She needs to put "fences" or guidelines.

D. Follow through in guiding experiences and in directing experiences.

E. Begin with simple meals or food combinations and progress to more difficult ones. Don't teach too much too soon.

F. Demonstrations should be given. The demonstrations serve the following purposes:

   1) Set standards of work
   2) Teaches management
   3) Teaches use of equipment
   4) Teaches students to judge food quality
   5) Teaches table setting and manners

G. Divide each unit into A and B groups (2 or 3 students to a group).

H. Each group plans a menu - using the guidelines set and makes a supply list and a time plan.

I. Group A or B prepares the meal, serves it to all students assigned to their kitchen. The students who prepare the meal do the cleaning up and are responsible to the teacher for leaving the kitchen in order.

J. Group A or B who are not preparing food will have directed experiences assigned. These should be related to the meal pattern being studied. These experiences should be completed during the class period.

K. Groups change roles so that each girl has food preparation experience, and each follows through with the directed experiences.

L. Each member of the group should rotate roles in the group so that each member will have experiences in the food preparation and clean-up.

FOOD PREPARATION

TEACHER'S SUGGESTIONS FOR TEACHING FOODS

2. Evaluation

   A. Evaluation begins when teacher guides the students in selecting and understanding goals.

   B. Evaluation should be continuous and well integrated into the meal patterns plan.

   C. Satisfactory evaluation is such that it helps the student look at work objectively and improves his practices.

   D. Evaluation is in three (3) phases:

      1. Student evaluation:
         a. One group observing the other group.
         b. Each group evaluating themselves.

      2. Teacher-student evaluation:
         a. An evaluation session should be held as soon as possible after the meals have been served.

      3. Teacher evaluation:
         a. The teacher takes notes during the laboratory work and samples food during the serving while visiting each table.
         b. The teacher evaluates the steps she used in developing the meal pattern in terms of student
         c. The teacher analyzes her work in terms of whether what she has taught is important and whether the experiences for the students have been the best presentation for this learning.

FOOD PREPARATION

BULLETIN BOARD IDEAS

1. Safety

Title "Don't Clown Around in the Kitchen"

Directions: Have a clown holding colorful balloons which have written on them safety precautions to be observed in the kitchen.

2. Management

Title "Do you - Hoo Use your Time Wisely?"

Directions: Use a picture of an owl wearing glasses. On a piece of paper which the owl is supposed to be reading, write paper "Plan Ahead", as if there were not enough space for the writing on the page. Mount suggestions for wise use of time.

3. Table setting

Title "Setting Pretty"

Directions: Make an attractive three dimensional place setting by pinning up plastic flatware and a paper placemat, napkin, plate and cup.

FOOD PREPARATION

ACTIVITIES

1. Play "Bingo" to learn the names and uses of equipment and cooking terms and their definitions in the kitchen. This can be played in different ways:

   (a) Prepare several different bingo cards with 25 different equipment items written in the square of the card. Each student is given a card. As the objects are held up, the students cross cut the square with that item on your sheet.

   The winners are those students who have the most squares crossed out at the end of the game.

   Hold each item up a second time. Discuss its use and practicality.

   (b) The students could be given a blank bingo card and a list of equipment. They will write in the equipment in the squares. Therefore, each student will have an individual card. The students are also given markers. The equipment is held up and they can call out its name. The winner is the student who gets five (5) markers in a line. This game can be played until you have a "black out" so all equipment is called out. The use of the equipment is discussed at this time also.

   (c) A third way, is to use the bingo cards prepared either as in (a) or (b). The use of the equipment is written on cards and when the cards are drawn and the uses are read, the students should call out the equipment it fits. The winner will be the same as in (b).

   (d) The same bingo game can be used for cooking terms and their definitions

2. Kitchen equipment game: "Search, Find and Show"

   To learn the names, uses and locations of kitchen equipment.

   The students are divided into teams (kitchen groups). The teacher calls out the name of the object. (For example, flour-sifter). A member from each kitchen goes to his unit, finds the flour sifter and brings it back to the table. Each kitchen team records in its "game list" the drawer or cabinet number the object is found in. A time limit is set and the winners are the ones that bring back the right equipment within the time limit. At the end of the game, the equipment is returned to their proper places, using their "game list" as a guide.

FOOD PREPARATION

ACTIVITIES

3. Safe Practices:

    (a) Rope off a foods laboratory kitchen and have a "hunt" to locate unsafe practice which have been "planted" in that kitchen. Hunt for items such as these: pot holder near a burner, pot handle turned toward the front of the range, etc. See who can list the greatest number of safety hazards in a set length of time.

    (b) Make a poster pointing out guidelines for safety and cleanliness in the kitchen.

4. Table Setting:

    (a) Write the words Table Setting on the chalkboard, arranging the letters in a vertical line. Beside each letter write a word or words describing table settings.

    (b) Conduct a treasure hunt to locate errors "planted" in several table settings displayed around the room.

5. Table Manners

    (a) Pantomine or act out situations showing what to do when ....

        1) A spoon is dropped.

        2) You want an item across the table.

        3) You are through with your meal and other situations.

    (b) Plan and present showing correct and incorrect table manners. Have an instant replay to improve poor situations.

    (c) While eating, view oneself in a mirror on videotape to judge ones table manners.

6. Word hunts, simple crossword puzzles and picture puzzles can also be used.

FOOD PREPARATION

JOB SHEET 1

Job sheet 1 -

To prepare and serve a simple meal containing a hot sandwich with raw vegetables.

Suggestions of foods to be prepared in the laboratory and the principles to be taught.

Hot Sandwich: This should be an open-faced broiled sandwich with a cheese, fish or meat filling.

Raw Vegetables: This would be an opportunity to introduce students to some of the different vegetables - such as squash, cauliflower, turnips, etc., as well as the customary ones - carrots, celery, green peppers, radishes, etc.

Students either alone or in pairs should complete the planning forms with the teacher's assistance.

The preparation and nutrition information can be related to item IX. on the Information sheets.

Each student should be served only 1/2 normal serving because of time to eat and money involved.

FOOD PREPARATION

JOB SHEET 2

To prepare and serve a simple meal containing eggs, a prepared bread and milk drink.

> Eggs could be prepared either by frying or scramble. They could add chili or tomatos, etc. to the scrambled eggs.
>
> Bread canned biscuits could be used - They could be varied by making orange biscuits or put into a tea ring. The bread could also be toast.
>
> Milk drink Hot cocoa or a cold flavored milk could be prepared.

Students either alone or in pairs should complete the planning forms with the teacher's assistance.

The preparation and nutrition information can be related to item X. on the Information sheet.

Each student should be served only 1/2 normal serving because of the time to eat and the money involved.

FOOD PREPARATION

JOB SHEET 3

. To prepare and serve a simple meal containing a quick bread (a pour batter) and fresh fruit.

Quick Bread:	Pancakes or waffles is suggested for this meal. If this is not possible, French Toast could be substituted.
Fresh Fruit:	A fresh fruit cup should be prepared; the fruit cup should contain apples, bananas, oranges, and what other fresh fruit might be available.

Students either alone or in pairs should complete the planning forms with the teacher's assistance.

The preparation and nutrition information can be related to item IX. on the Information sheet.

Each student should be served only 1/2 normal serving because of the time to eat and the money involved.

FOOD PREPARATION

PLAN OF WORK FOR INDIVIDUAL

Name ______________________ Date _____________ Period _____________

Kitchen Group A B Number 1 2 3

Duty: Cook Assistant Cook Waiter

MENU: TABLE SETTING FOR ONE:

TIME TO EAT:
TIME TO START
TO CLEAN UP:

ORDER OF WORK

1. Tie back hair.
2. Wash hands -- put on apron
3. Read my time schedule (so I will know what to do.)
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Equipment I will need to prepare __________________: (Name of food)

FOOD PREPARATION

PLAN OF WORK FOR A GROUP

Names: 1. Kitchen: Period:
2.
3. Group: Date:

Menu: Broiled cheese sandwiches
Raw vegetables
Milk or water

TABLE SETTING FOR ONE:

Time to eat: Time to cleanuup:

WHO:	WHAT
	Get out needed equipment
	Get supplies for sandwiches
	Get raw vegetables
	Make sandwiches
	Mash and prepare vegetables
	Set the table
	Prepare beverage
	Serves at the table
	Removes dishes from table and clean table
	Scrapes and stacks the dishes
	Prepare dishwater and draining rack
	Washes and rinses the dishes
	Dries dishes
	Puts away the dishes
	Cleans broiler
	Cleans cabinet tops
	Cleans sinks
	Sweeps floor
	Checks out with teacher

DATE ____________ **FOOD PREPARATION** NAME ________________

FOODS LABORATORY CLASS PERIOD________________

OBSERVATION SHEET

DIRECTIONS: Place a check mark (✓) in the column that best describes the activities of the group you are observing.

Group you are observing ________________ (A or B)

ACTIVITY	POOR	GOOD	NEEDS IMPROVEMENT
1. Practices sanitation procedures:			
A. Washed hands			
B. Tied bair back			
C. No gum chewing			
2. Assembled materials before starting.			
3. Assembled ingredients before starting.			
4. Followed work plan			
5. Used safety procedures; A. Used pot holders			
B. Pan handles turned to the back			

C. Cabinet doors closed

D. Knives handles properly.

6. Worked well as a group:

A. Shared work load.

B. All participated in activity.

C. Get along with others in group

7. Worked quietly.

8. Finished on time.

9. Gave some suggestions to improve the foods laboratory.

A.

B.

C.

FOOD PREPARATION

STUDENT EVALUATION OF LABORATORY LESSON

I. After completing a job sheet, the student might answer these questions:

1. Was the food ready to be served at the appointed time?
2. Was there too much to eat?
3. Did we forget anything that should have been on the table?
4. Did we use more utensils and dishes then needed?
5. Did we keep our table and counter neat and clean as we worked?
6. Did we keep ourselves neat and clean as we worked?
7. Did we wash the cooking utensils as we worked?
8. Did the members of our group work well together?
9. Did all members of our group do their share of the work?
10. Did we throw away any food that could have been used?
11. Did we leave the laboratory in good order?

II. This could be used by a group to see how well they cleaned up after a laboratory lesson.

Use a plus for good and a minus for poor.

____ 1. Dishes scraped, rinsed, stacked and washed in logical order.

____ 2. Dishes stored in proper places.

____ 3. Cooking utensils left in proper places.

____ 4. Counter and table tops left clean.

____ 5. Range left clean

____ 6. Sink left clean and free of garbage

____ 7. Left over foods stored properly.

____ 8. Dish towels put in washer.

____ 9. Waste can emptied and clean.

___ 10. Floor checked for spills.

___ 11. Apron neatly folded and put away.

FOOD PREPARATION

TEST

1. Match the following terms and definitions.

____ a. To put dry ingredients such as flour and powdered sugar through a sifter to make finer or lights.

____ b. To combine two or more ingredients until well-mixed.

____ c. To cut food into very small cubes.

____ d. To remove the skin of some fruits and vegetables.

____ e. To cook in an oven.

____ f. To cut across into flat pieces.

____ g. To make a mixture smooth by lifting the mixture over and over quickly or to stir very rapidly

____ h. To change a solid food into a liquid by heating it.

____ i. To brown by using direct heat in toaster or oven.

____ j. To heat a liquid until bubbles are rising to the surface.

____ k. To let oven or broiler heat to right temperature before using.

____ l. To place in the refrigerator until cold.

____ m. To cut off the outside skin of some vegetables and fruits.

____ n. To keep the ingredients moving in a circle by the use of a spoon or fork.

____ o. To mix two or more ingredients together while stirring.

____ p. To cook directly under a flame or heating unit or to cook over hot coals.

1. Bake
2. Broil
3. Melt
4. Sift
5. Toast
6. Beat
7. Chill
8. Pare
9. Slice
10. Blend
11. Combine
12. Peel
13. Stir
14. Boil
15. Dice
16. Preheat

FOOD PREPARATION

TEST

2. The instructor will arrange a display of kitchen utensils and tools. The students will identify the equipment and describe the use of each.

3. Write the abbreviations for the following words.

   A. Cup ____________________

   B. Tablespoon ______________

   C. Teaspoon ________________

   D. Few grains ______________

4. Name the equivalents in the measure listed below.

   A. 3 teaspoons _____________

   B. 16 tablespoons ___________

5. Place an "X" in the blank before each statement which are clean practices and should follow in food preparations.

____ A. Wear a clean apron.

____ B. Put fingers on face and hair.

____ C. It is not necessary to wash your hands if you use a handkerchief when coughing or sneezing.

____ D. Hair should be well back from face and under control.

____ E. Keep work areas clean.

____ F. Use a clean spoon to taste food.

____ G. Handle silverware by handles.

____ H. Handle plates so fingers touch eating surface.

____ I. Wash before using any utensil again which has dropped on the floor.

____ J. Handle glasses by rim.

____ K. Put food on plate with hands.

6. Place the six steps in washing dishes in correct sequence using number one through six (1-6)

____ A. Fill the dish pan with hot, soapy water.

FOOD PREPARATION

TEST

____ B. Stack the dishes.

____ C. Rinse the dishes in very hot water.

____ D. Scrape all food from the dishes.

____ E. Wash the dishes with dish cloth in the following order: glassware, silverware, dishes, pots and pans.

____ F. Dry dishes with clean dish towel.

7. Circle the letter by the statements which are safety precautions to observe in the kitchen.

   A. Leave spills on the floor.

   B. Use dish towels to remove hot utensils.

   C. Wash sharp knives separately.

   D. Keep cabinet doors open.

   E. Stir hot foods with a wooden spoon.

   F. Keep the handles of pots turned out.

   I. Know what to do in case of a fire.

   J. Keep the kitchen in order at all times.

   K. Keep paper and cloths away from the stove.

8. Circle the answer which identifies proper table manners.

   A. You have been asked a question while you are eating. Should you -

      1. Answer immediately.
      2. Wait until you have swallowed your food before you talk

   B. You would like another serving of vegatables which are across the table. Should you -

      1. Reach across the table for the dish.
      2. Ask the person nearest to the dish to pass it.

FOOD PREPARATION

TEST

C. You have been served a steak. Should you:

   1. Cut only two or three bite sizes at one time.
   2. Cut all of your meat before starting to eat.

D. You have finished eating. Should you:

   1. Place the knife, fork and napkin beside the plate.
   2. Place the knife and fork across the center of the plate and the napkin beside the plate.

9. Objectives 9 and 10 will be evaluated by the students doing job sheets 1, 2 and 3 to the satisfaction of the instructor.

FOOD PREPARATION

ANSWERS TO TEST

1. A. 4
   B. 10
   C. 15
   D. 12
   E. 1
   F. 9
   G. 6
   H. 3
   I. 5
   J. 14
   K. 16
   L. 7
   M. 8
   N. 13
   O. 11
   P. 2

2. The answers will depend upon the sequence of the instructor's display.

3. A. C. or c.
   B. T. or tbsp.
   C. t. or tsp.
   D. f. g.

CHILD CARE

LEVEL II

UNIT OBJECTIVE

After completion of this unit the student should be able to identify and explain some characteristics of young children and procedures in caring for children in a babysitting situation. The student should be able to define the expectations and responsibilities of the employer, (the parents) and the employee, (the babysitter) along with safety of the babysitter, prevention of emergencies, and child care related careers. Evaluation of the unit will be determined by scoring seventy-five percent or higher on the teacher administered unit test, and by student participation in activities.

CHILD CARE

SPECIFIC OBJECTIVES

After completion of this unit the student should be able to:

1. Match terms associated with child care to the correct definition.
2. Name four ways children communicate to others.
3. Discuss the attention span of children and how this relates to play.
4. List three things children can do for themselves.
5. List four areas where children vary in behavior.
6. Describe sleeping and eating patterns of children.
7. List expectations of the employee-the babysitter--including qualifications and responsibilities
8. Name expectations of the employer--the parent--including information to be given to the babysitter.
9. Discuss three points important to the safety of the babysitter.
10. Match emergencies with safety procedures.
11. List three ways to prevent emergencies.
12. Name four related career possibilities.
13. Observe a child.
14. Make a babysitter's project.

CHILD CARE

SUGGESTED ACTIVITIES

I. Suggested activities for teacher:

  A. Provide student with objective sheet.

  B. Provide student with information sheet.

  C. Provide students with assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information sheet.

  F. Discuss assignment sheets. Direct students through the different assignments, being flexible to allow for various answers which might be given by the students.

  G. Put vocabulary words on the board. If students ask how to spell a word, write the word on the board.

  H. Share objectives with the students as they work on the various assignments. Write each objective on the board.

  I. Introduce the unit with the Assignment Sheet #2--How Do You Feel About Children? Go over this sheet after students have completed it by allowing them to share their answers with the rest of the class.

  J. Assignment Sheet #4--Communicating Without Talking could be made into a Password Game.

  K. Divide students into two groups for Assignment Sheet #6--What Can Children Do for Themselves and What Are Some Sleeping and Eating Patterns of Children?

  L. Give the handout, New Mexico Drug Information and Medical Crisis Center prior to Assignment Sheet #11. Go over the handout with the students.

  M. Make arrangements for a guest speaker from a child care center to speak on child care career possibilities.

  N. Discuss Assignment Sheet #13--On observation with students before their visit to a child care center. Discuss these sheets when they turn them in.

  O. Make bulletin board for this unit.

CHILD CARE

SUGGESTED ACTIVITIES

P. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete assignment sheets and turn in to teacher.
- D. Participate in activities
- E. Take test.

CHILD CARE

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Assignment sheets:

Assignment sheet 1 - Vocabulary words
Assignment sheet 2 - How do you feel with children?
Assignment sheet 3 - Synectics strategy "Communication."
Assignment sheet 4 - Communicating without talking.
Assignment sheet 5 - Decide how much time toys hold a child's attention.
Assignment sheet 6 - What can children do for themselves and what are some sleeping and eating patterns of children?
Assignment sheet 7 - Expectations of the employee (babysitter) and the employer (the parent.)
Assignment sheet 8 - Babysitter do's and don'ts and Babysitters' portfolio
Assignment sheet 9 - Child safety
Assignment sheet 10 - Strategy - GROUP INQUIRY METHOD.
Assignment sheet 11 - Role play situations.
Assignment sheet 12 - In groups of (2-3) students write a story on prevention of emergencies related to the following factors.

1. Stay awake
2. Children in dangerous areas
3. Electrical outlet
4. Dangerous items (knives, plastic gags, etc.)
5. Medicine chest
6. Toys in hall or passage ways

Assignment sheet 13 - Teacher hands out a list of career possibilities related to child care. From the list, students do a short report on one. Teacher provides sources.
Assignment sheet 14 - Using observation sheet as a guide, students observe a child 1-a-day care center (nursery, kindergarten.) Observation sheet to be turned in.
Assignment sheet 15 - Students are to complete one of the following projects: book, bag, play dough. Project to be a home project in which students provide their own material and show their own creativity.

D. Teacher activity sheets for assignments

1. Attention span
2. Panel discussion
3. Concept development
4. Play dough recipes

H. Answer to assignment sheet #1 and 6.

I. Test

J. Answer to test.

II. References:

A. Creative Home Economics Instructor. Valerie M. Chamberlain and Joan Kelly. Webster Division; McGraw Hill Co. 1975.

B. Teen Guide to Homemaking. Jeanne Hayden Brinkley; Valerie M. Chamberlain, and Frances Champion. McGraw Hill. 1977.

C. Understanding Child Development. Homemaking Research Laboratories. Leah O. Solsrud. 1972.

D. Good Schools for Young Children. Sarah Leeper, Ruth Dales. Dona Skipper, and Ralph Witherspoon. MacMillan Publishing Co. 1976.

E. Safety for Children. 3M Visual Products Division. St. Paul, Minn.

F. Introduction to Early Childhood Education. Verna Hilderbrand, MacMillan Publishing Co. 1976.

G. Teen Horizons. Dora S. Lewis, Anna K. Bank, and Marie Bank. MacMillan Co. 1970.

CHILD CARE

INFORMATION SHEET

I. Words and definitions

  A. Communication--A giving of information by talking, writing, using gestures, etc.

  B. Gestures--Facial and body movement a person makes to communicate

  C. Babbling--First sounds a baby makes that leads to speech

  D. Flits--Jumping from one thing to another

  E. Maturity--Growing up mentally and physically

  F. Elimination--To get rid of body waste

  G. Patterns--The way something is done

  H. Toddler--A child 2-3 years old

  I. Employer--One that hires others; for example, a parent who hires a babysitter

  J. Employee--One that is hired by another usually for wages or salary; for example, a babysitter

II. Children communicate to others by: crying, gestures, babbling, and talking

III. Effects of attention span of children on play

  A. Individual variation

  B. Attention flits from one thing to another

  C. With maturity, attention more selective

  D. Varied play activities

    1. Active activities: hide-and-seek, riding, toy, building-blocks, playing house

    2. Passive activities: reading a story, play dough, singing

IV. What can children, ages 3-5, do for themselves

  A. Getting dressed

  B. Eating

CHILD CARE

INFORMATION SHEET

C. Control of elimination

D. Picking up after oneself

E. Making simple decisions: what to play, what to wear, and what to eat

V. Areas in which children vary in behavior

A. Attention span

B. Eating habits

C. Sleeping or napping habits

D. Communication patterns

E. Interest in play activities

F. Discipline

VI. Sleeping and eating patterns of children

A. Eating patterns

1. Varies in each family depending on parents schedule

2. Appetite varies depending on illness, day's activities

B. Sleeping patterns

1. Varies for each child depending on parents schedule, child's need for sleep, and day's activity

2. Child should not be overly excited or tired before bedtime

VII. Important expectations of the employee--the babysitter

A. Qualifications

1. Positive attitude toward children

2. Mature enough for responsibilities

3. Dependable: no visitors, no phone calls, on time

4. Healthy

5. Alert

6. Well-groomed

CHILD CARE

INFORMATION SHEET

B. Responsibilities

1. Children are dependent on the baby-sitter
    a. For safety
    b. For health
    c. For entertainment
2. Know the children before first job
    a. Their names
    b. Their ages
    c. Their routines
3. Know the home
    a. Controls: heat and cooling
    b. Lights
    c. Locks and switches
    d. Household exists
    e. First aid kit and/or medicine chest
    f. Flashlight
    g. Fire extinguisher
4. Written records
    a. Have the phone numbers of parents, doctor, neighbor or nearby relative, and emergency number (911)
    b. Keep messages from phone calls
5. Determine salary before accepting babysitting job
    a. Number of children
    b. Extra pay for late hours
    c. Extra pay for extra duties such as household tasks
    d. Rate per hour
    e. Transportation

6. Observe privacy of home

VIII. Important expectations of the employer--the parent

A. Information parents should give a babysitter

1. Phone numbers
2. Special instructions
    a. About pets
    b. About allergies
    c. About routines
        1. Meal time and/or snacks
        2. Play time and T.V. watching
        3. Nap time
        4. Bath time
        5. Bed time
    d. About habits and fears

B. Salary (or wages)

1. Agreement before job
2. Pay babysitter before she/he leaves job

C. Transportation of babysitter

IX. Safety of the babysitter

A. Inquire into the home of strangers before accepting job

B. Call your own parents for help if danger, molesters, drunks or strange behaviors occur.

C. Do not open door to strangers

D. Do not let telephone callers know you are alone

E. Keep doors and windows locked

F. Do no investigate sounds

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CHILD CARE

INFORMATION SHEET

X. Emergency procedures

A. Bites: wash with soap and water and phone parents; make a mental note of what the animal looks like

B. Burns: run cold water over minor ones

C. Cuts, scratches, and bruises: if no bleeding or only a little, apply an adhesive bandage

D. Fire: get everyone out of house and call fire department

E. Poisoning: call parents and doctor

XI. Prevention of emergencies

A. Stay awake

B. Watch children when they are in dangerous areas like the kitchen, garage, bathroom and stairways

C. Keep children away from electrical outlets

D. Do not let children play with matches, knives, sharp objects or plastic bags

E. Make sure medicine chest and household supply closet are tightly shut

F. Help children keep toys out of passage ways

XII. Related career possibilities

A. Operate own nursery

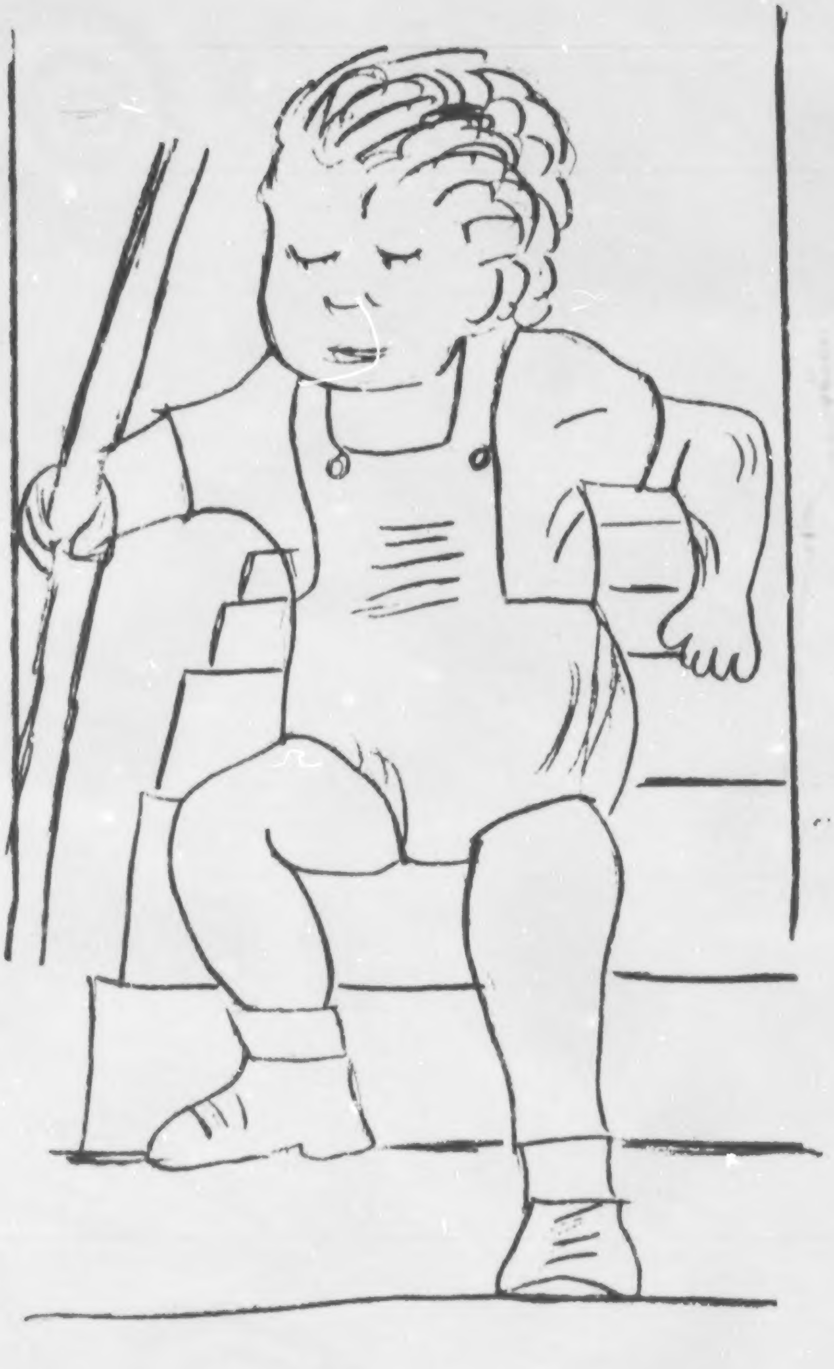
B. Work at child care center

C. Work in private homes

D. Work in kindergarten centers

E. Community, park, and recreation programs

F. After school programs for school age children



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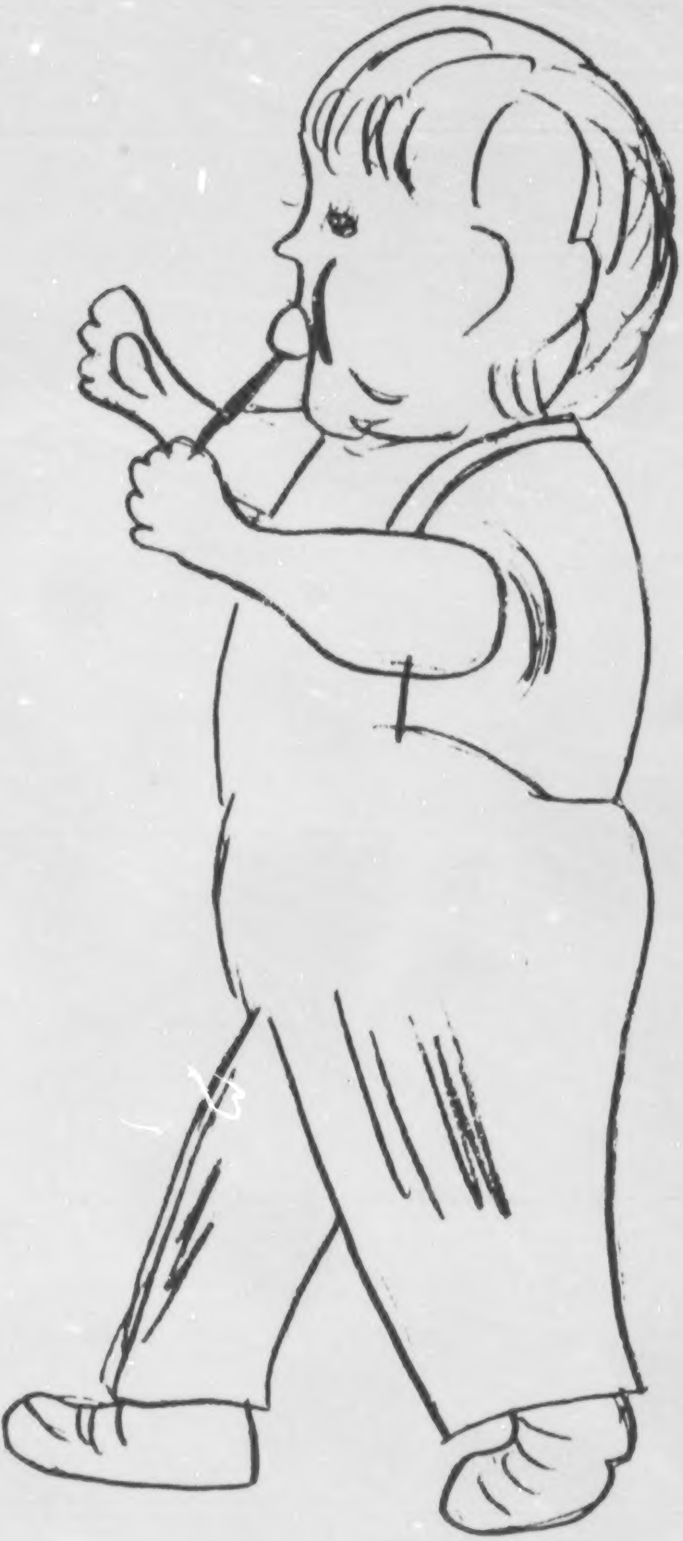

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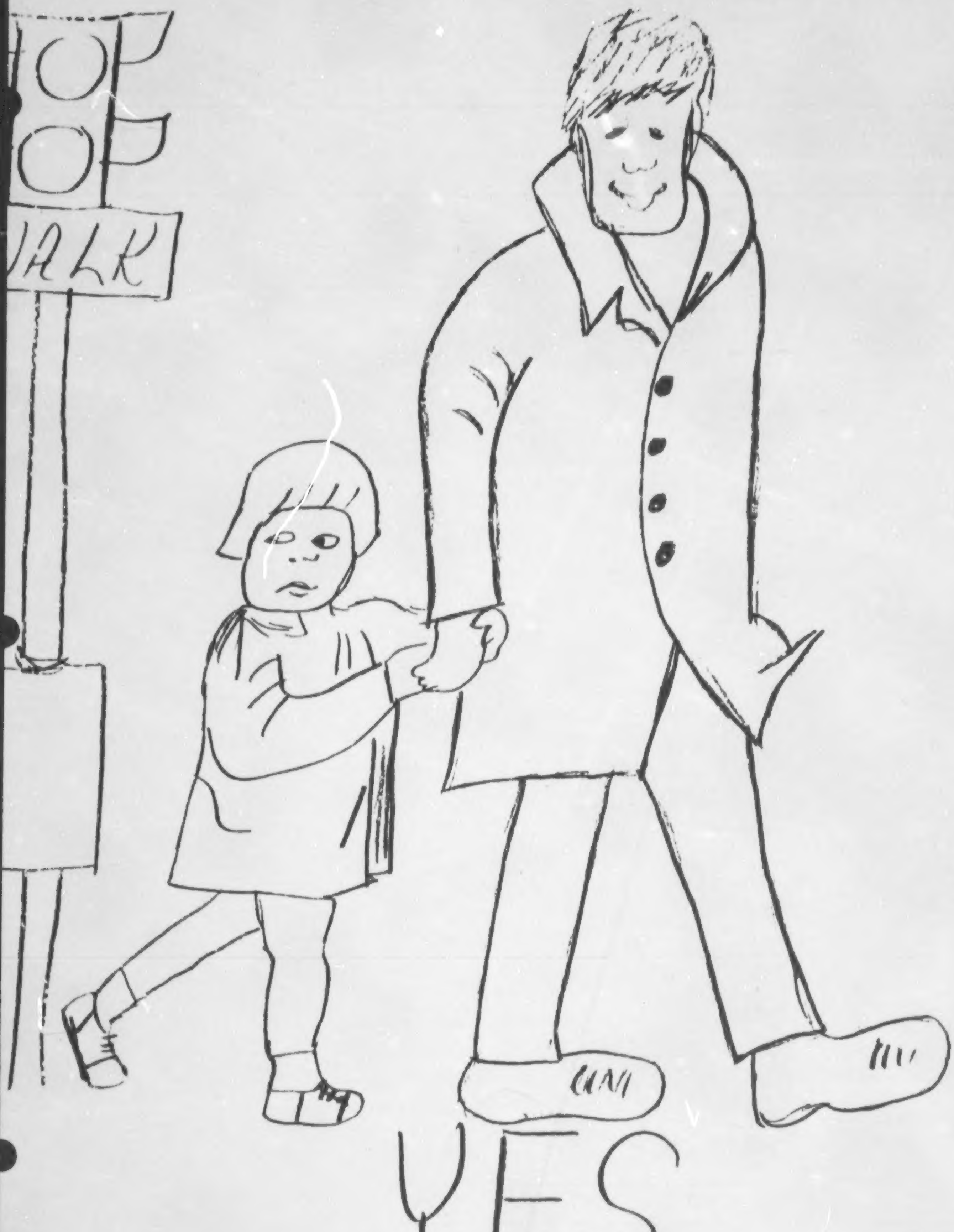
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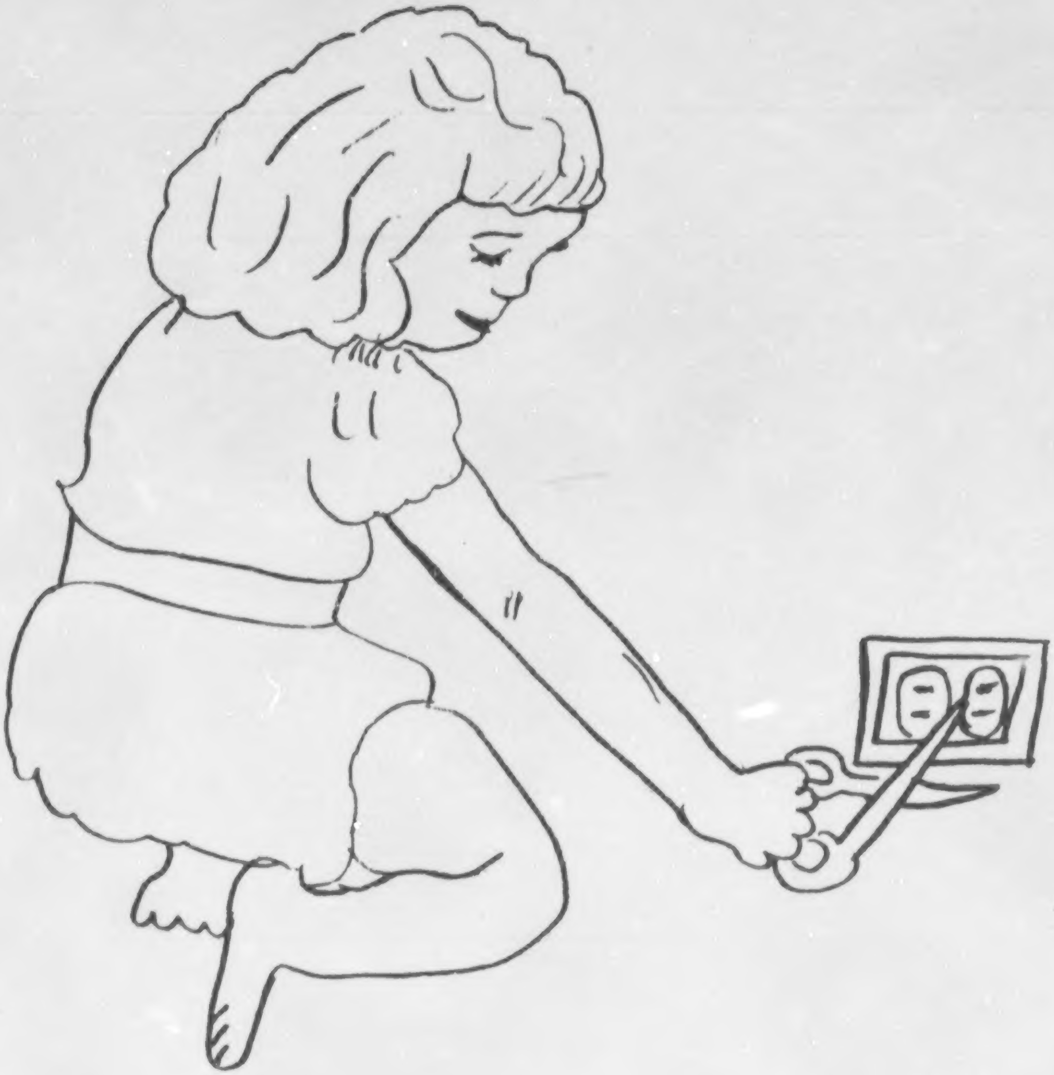

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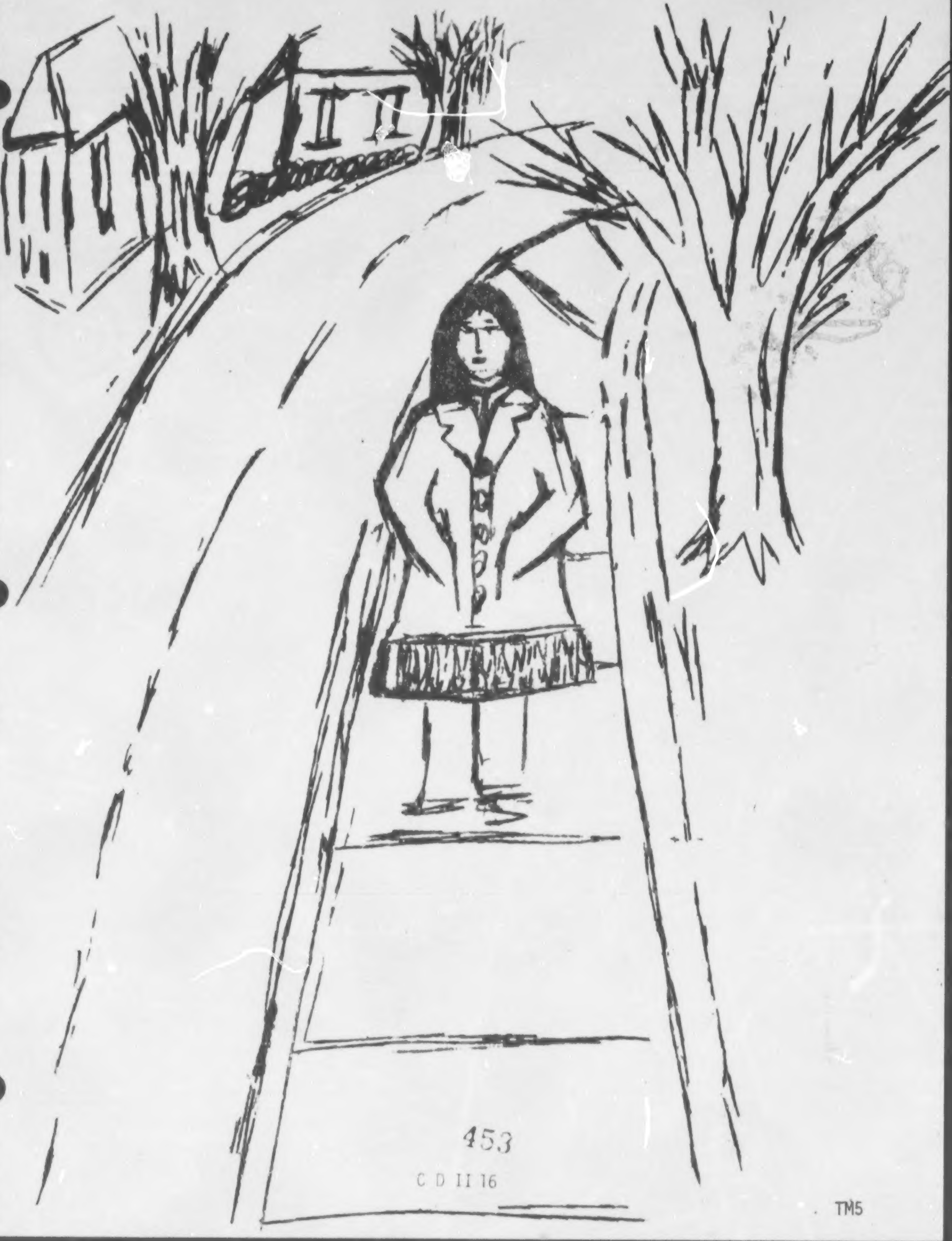

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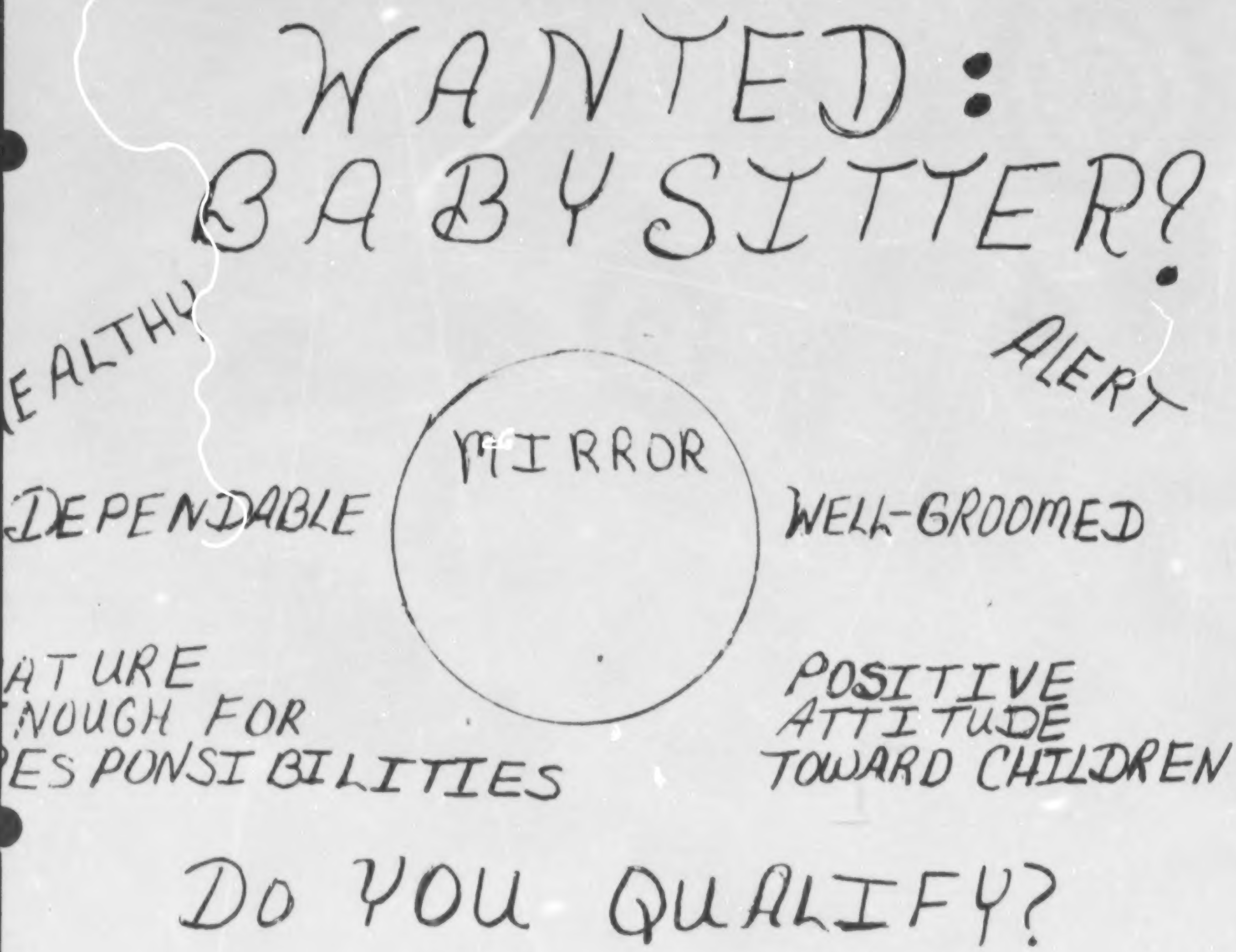
TM5


WANTED:
BABYSITTER?
EALTHY
ALERT
MIRROR
DEPENDABLE
WELL-GROOMED
ATURE
NOUGH FOR
ES PONSI BILITIES
POSITIVE
ATTITUDE
TOWARD CHILDREN
DO YOU QUALIFY?

Directions for bulletin board:

Mount a mirror under the title, WANTED: BABYSITTER!

List qualities necessary for successful baby-sitting.

Complete the bulletin board with "Do You Qualify?"

Use any colors and letter stencils to make the bulletin board colorful and eye-catching.

CHILD CARE

TEACHER ACTIVITY SHEET 1--ATTENTION SPAN

Before students work on Assignment sheet 5 - Decide How Much Time Toys Hold a Child's Attention, have students brainstorm for 3-5 minutes, listing activities (toys, games, etc.) that would hold a child's attention for 5-10 minutes. Write these activities on the board. Continue this discussion on attention span by letting students show the child's toy or book that they brought to class and telling how much time they think it would hold a child's attention.

Using the information sheet go over the effects of attention span of children on play. Define for the students what an active and passive activity is for children. Have students state whether their toy or book is an active or passive activity.

CHILD CARE

TEACHER ACTIVITY SHEET 2 -- PANEL DISCUSSION

Make arrangements for the panel, Assignment sheet 7, by asking babysitters and parents who hire babysitters as guests. Have the following questions and any others you would like to include ready for the panel to answer. Try to give the list of questions to the guests ahead of time so that they can be thinking of the answers.

1. What important qualifications should a babysitter have?
2. What responsibilities does a babysitter have in caring for the children?
3. What should a babysitter know about the children before the parents leave?
4. What should a babysitter know about the home before the parents leave?
5. What phone numbers should a parent leave for the babysitter?
6. How should the salary of the babysitter be determined?
7. What important information should a parent give a babysitter concerning the care of the children?

(NOTE: Each person on the panel will be given an opportunity to give their opinion on the above questions.)

CHILD CARE

TEACHER ACTIVITY SHEET 3 - CHILD SAFETY - CONCEPT DEVELOPMENT

After completion of Assignment sheet 9, discuss safety for children using the following teaching strategy called concept development.

Pre-teaching activities include finding correct pictures that show "yes" and "no" situations of child safety. A "yes" picture is one that DOES show child safety. A "no" picture is one that DOES NOT show child safety (showing unsafe child situations). There are 4 transparencies included in this unit that show examples of the "yes" and "no" pictures. Only a limited number of examples are included, so you will probably want to find more pictures. Use the pictures on transparencies or mount the pictures on construction paper writing "yes" by the pictures showing unsafe child situations. Decide on the order of the presentation of pictures, but be sure to begin the pictures with a "yes" situation.

To begin teaching this strategy, tell the students that you have an idea that you want to discuss with them. Tell them that you have some pictures in which each have written on them a "yes" or a "no." Each of the "yes" pictures shows the idea that you are thinking of. Each of the "no" pictures does not show the idea. Explain to the students that it is their job to find out what the idea is by comparing the "yes" and "no" pictures and think of the idea which they show.

Let the students orally explain the ideas that they think might be the correct ideas. Ask them to compare and contrast ideas.

TEACHER ACTIVITY SHEET 3 - CHILD SAFETY - CONCEPT DEVELOPMENT

Write all the ideas on the chalkboard. Also, tape the pictures up on a flannel board or chalkboard so that the students can see all of the pictures at one time.

As the students examine the pictures more closely, erase or cross out words and add other words to the list on the board. Once the "no" examples are marked off, they cannot be included on the board if seen again in a "yes" picture.

Provide pictures until the concept of child safety is developed.

Using Assignment sheet 9 - Child Safety, have students write a short paragraph on child safety or safe child situations.

CHILD CARE

TEACHER ACTIVITY 4 - PLAYDOUGH RECIPES

I. UNCOOKED PLAY DOUGH:

Mix in a large bowl:

- 2 cups flour
- 1 cup salt
- 6 teaspoons alum (from drugstore)
- 2 tablespoons salad oil
- 1 cup water plus desired color (vegetable color or tempera paint)

This recipe is simple enough so that a group of children can help the teacher make it. Of course, let them use the dough immediately. If stored in a plastic bag, it will keep several weeks.

II. COOKED PLAY DOUGH:

1. Mix in a large bowl:
   - 1 cup flour
   - 1/2 cup cornstarch
   - 1 cup water
2. Boil in a pan:
   - 4 cups water
   - 1 cup salt
3. Slowly pour the boiling water into the bowl mixture until they are mixed thoroughly. The mixture will have a white-sauce appearance. Then put this mixture back in the pan, cook it over low heat, stirring, until it is thickened and stands stiff. Cooking time: 10-15 minutes.
4. Cool
5. Stir in 4 to 5 cups of flour until a dough consistency is obtained. More flour may have to be added to make the dough workable.
6. Then knead in as much flour as is required to obtain a good pliable, soft, but not sticky, consistency.
7. Store the dough in a plastic bag. Refrigerate it for best keeping. Allow it to warm before using it. If it becomes sticky, add flour. Children enjoy working in flour. Makes 15-20 medium-sized balls.

CHILD CARE

ASSIGNMENT SHEET 1 - VOCABULARY WORDS

Magic Square

Match the number with the letter that best tells the definition. Put the number in the box that is marked with the letter. If you pick the best answers, you will be able to tell the "magic number." (All rows and columns will have the same sum when added.)

a. Facial and body movement a person makes to communicate

b. One that is hired by another usually for wages or salary

c. The way something is done

d. To get rid of body waste

e. A giving of information by talking, writing, using gestures, etc.

f. First sounds a baby makes that leads to speech

g. One that hires others; for example, a parent who hires a babysitter

h. Growing up mentally and physically

i. A child 2 - 3 years old

1. Employee
2. Toddler
3. Elimination
4. Employer
5. Communication
6. Patterns
7. Babbling
8. Gestures
9. Maturity

a	b	c
d	e	f
g	h	i

The magic number is ______________

CHILD CARE

ASSIGNMENT SHEET 2 - HOW DO YOU FEEL ABOUT CHILDREN?

From your experience with children complete the following sentences.

1. I feel children are ______________________________

2. Children make me mad when they ______________________________
______________________________.

3. I like it when children ______________________________
______________________________.

4. When I was a child I ______________________________
____

5. When I was a child I thought babysitters were ______________________________
______________________________.

6. Children use gestures to ______________________________
______________________________.

7. Maturity is ______________________________
______________________________.

8. A fair babysitting employer is ______________________________
______________________________.

9. A babysitter should be ______________________________
______________________________.

10. Toddlers like to ______________________________
______________________________.

CHILD CARE

ASSIGNMENT SHEET 3 - SYNECTICS - COMMUNICATION

I. What do you think of when you hear the word "communication"?

II. Now we're going to try to look at the word "communication" in a new way.

III. Let's think of an analogy to "communication" - something like it but an animal. What animals are like "communication"? Describe their qualities. Look around the classroom and suggest things that look like communication.

What animal would make the strangest (most opposite) comparison with communication?

How does this animal (object) behave? What is it like?

IV. Wow, be the animal. What does it feel like to be a ____________? Make yourself the ____________________.

V. Now let's go over the notes I made as you talked about being a ____________________. Choose two words that argue with each other. Which pair sounds the most conflicting?

VI. Think of another analogy - an example of a machine (plant) with these conflicting qualities.

Which of these machines (plants) makes the most exciting direct analogy?

What do you know about this machine (plant)? What does it do? How does it operate?

VII. Now please write your ideas about the word "communication" using ideas brought out in this discussion. Tell us something about what communication means, why we have it, how it operates, and so on.

____

____

CHILD CARE

ASSIGNMENT SHEET 4 - COMMUNICATING WITHOUT TALKING

In groups of two, practice communicating to your partner without talking. You may use only facial and body gestures. One person takes the first 5 communication phrases while the other person will take the last 5 phrases. Do not let the other person see what you are trying to communicate. Use gestures until your partner guesses what you are communicating. If you would like to make up some phrases of your own to communicate, you are free to do so.

1. I am hungry
2. I want to go outside to play.
3. I am scared.
4. I don't want to share my toy with you.
5. I broke something.

6. I need to go to the bathreeom
7. I don't want to go to bed.
8. I am cold.
9. I am thirsty.
10. I don't feel good.

(NOTE: The above phrases are sentences a child may try to communicate to you in a babysitting situation.)

CHILD CARE

ASSIGNMENT SHEET 5 - DECIDE HOW MUCH TIME TOYS HOLD A CHILD'S ATTENTION

Bring a child's toy or book to class. This may even be one you played with when you were a child. Sitting in a circle with the rest of your class members, describe what you brought to class and how long you think this toy or book would hold a child's attention and why.

If you have a younger brother, sister, or other relative, watch them play with this toy or book and see how long it holds the child's attention.

If you brought a child's book to class, practice reading the book out loud as you would to a child. Talk as each character in the story would. Tell how long you think this book would hold a child's attention.

CHILD CARE

ASSIGNMENT SHEET 6 -- WHAT CAN CHILDREN DO FOR THEMSELVES AND WHAT ARE SOME SLEEPING AND EATING PATTERNS OF CHILDREN?

With your class divided into two groups, have group I do the first activity and the other group do the second activity.

I. Make a classroom collage of pictures showing what children can do for themselves. Use construction paper, poster boards, glue, scissors, and magazines provided by the teacher.

2. Make a bulletin board describing sleeping and eating patterns of children. Use construction paper, poster boards, glue, scissors, magazines, and stencils for letters provided by the teacher.

After your group has finished your activity, you will give an oral presentation to the other group about what you did.
Group I will describe what children can do for themselves.
Grou 2 will describe the sleeping and eating patterns or children.

CHILD CARE

ASSIGNMENT SHEET 7 - EXPECTATIONS OF THE EMPLOYEE - THE BABYSITTER - AND THE EMPLOYER - THE PARENT

A panel of babysitters and parents who hire babysitters will discuss the expectations of babysitting. The teacher will give the guests a list of questions to answer. However, you are free to ask anything else. After listening to the panel discussion, answer the following questions.

1. List some important qualifications of a babysitter.

2. Give some examples of the responsibilities of a babysitter.

3. What should you know about the children before the parents leave you in charge of the home?

4. What things should you know or how to locate before the parents leave?

5. What phone numbers should you have written down?

6. Define in your own words what determines the salary of a babysitter.

CHILD CARE

ASSIGNMENT SHEET 7 - EXPECTATIONS OF THE EMPLOYEE - THE BABYSITTER - AND THE EMPLOYER - THE PARENT

7. What important information should a parent give a babysitter about the children?

8. What new information did you learn from the panel?

9. In relation to babysitting, which panel member was the most helpful to you? Why?

10. Describe two babysitting situations you would want to avoid.

11. What is your opinion of babysitting as a source of earning extra money?

466-A

CHILD CARE

ASSIGNMENT SHEET 8 - BABYSITTER DO'S AND DON'TS AND BABYSITTER'S PORTFOLIO

Pick and do one of the following activities.

1. Make a list of babysitter do's and don'ts using the information you learned from the panel. Use a piece of construction paper and crayons provided by the teacher. Write down your do's and don'ts on the paper and decorate it anyway you want.

2. Make a babysitter's portfolio with construction paper and crayons provided by the teacher. Include pages for important information for each babysitting job, such as space for phone number, addresses, ages and names of children, etc.

3. Using the letters in the word B-A-B-Y-S-I-T-T-I-N-G, write a complete sentence related to babysitting with each letter. Begin each sentence with letter. Begin each sentence with letters in the word "babysitting" so that you will be writing a total of 11 sentences. You may use information from any of the activities we have covered so far in this unit.

CHILD CARE

ASSIGNMENT SHEET 9 - CHILD SAFETY

After a discussion on child safety lead by the teacher, write a short paragraph on child safety or safe child situations. Write complete sentences with the correct spelling and punctuation.

CHILD CARE

ASSIGNMENT SHEET 10 - GROUP INQUIRY METHOD

-- This girl is walking home at night after baby-sitting. TM 5

TEACHER RESPONSE	STUDENT RESPONSE
How would or might you feel if you were in her place?	Scared, nervous, ok
Why is she walking alone?	She lives close by, does not want to bother employee
What might happen to her?	Fall and hurt herself Be attached by a person or animal

DISCUSSION

From our discussion, what do we need to investigate further?	Things that can happen to girls walking alone at night.
How can we get more information?	Newspapers, police station, Magazine articles
You need to decide how you will carry out this investigation	Work in small groups and report findings. Have a guest speaker from the police department or other experienced person
Let's go over the question again, "What might happen to her?" What possible answers have we found?	Share findings
What conclusions can we draw from the information you have gathered?	If students have enough evidence they discuss it - or prepare for gathering more information.
As you have been researching, what other questions have arisen? How can we find more information about these questions?	

This group inquiry model contains the process of academic inquiry and the democratic process. While functioning as a cooperative group, the learners develop or should develop a spirit of inquiry. This strategy may be carried out with a few learners and later on with larger groups. Stimulation of discussion is the main idea.

CHILD CARE

ASSIGNMENT SHEET 11 - ROLE PLAYING SITUATIONS FOR EMERGENCY PROCEDURES

A. You are babysitting for 3-year-old Johnny. He pulls his dog's tail. The dog snaps and bites. Johnny's skin is broken. Role play what you would do.

B. Janie is 4-years old. She touches the hot surface unit on the range with her fingertips. You are in charge - role play what you would do.

C. Mrs. Brown is sewing and doesn't see Tommy take her scissors. When he screams she finds he has cut his finger with the sharp scissors. You are Mrs. Brown. Role play what you would do.

D. You are taking care of the Clark children (ages 2-4-6). While frying doughnuts for them, a grease fire starts. What would you do?

E. Timmy is left with his older sister. After she has been on the phone for quite a long time she finds him sitting next to the sink and there are several open containers (Ivory, Ajax, Dishwasher detergent, repellent). Role play what you would do.

STUDENT HANDOUT
ASSIGNMENT 11

FIRST-AID TREATMENT FOR POISONING

The major principle of first-aid is to get the poison OUT, OFF, or DILUTE it. Always call the poison center promptly, be prepared to tell the staff what poison is involved, how much the patient received and when the poisoning occurred.

THE FOLLOWING ARE SAFE FIRST-AID MEASURES FOR VARIOUS TYPES OF POISONING.

1. SWALLOWED POISONS

   a. Call the Poison Center. Dilute the poison by giving water, one or two glassfuls.

   b. Make the patient vomit IF SO DIRECTED. Do not induce vomiting on your own, particularly if:
   —Patient is unconscious or having convulsions.
   —Swallowed poison is a strong corrosive (lye, strong acid, drain cleaner, etc.). Give milk instead of water to dilute the poison.
   —Substance contained kerosene, gasoline or other petroleum distillates (unless it contains a dangerous pesticide as well, which must be removed). In this case give milk instead of water to dilute the poison.

   c. Procedures for inducing vomiting:
   —Always use Syrup of Ipecac. Salt water or mustard water are not reliable for inducing vomiting and are dangerous. They have no place in modern therapy.
   —The usual dose of Syrup of Ipecac in adults and children over one year is 15 ml (1 tablespoonful), for children six months to one year, the dose is 10 ml (2 teaspoonsful).
   —Follow the dose of Ipecac with fluids. This is very important or vomiting may not occur. Two glassfuls of water are recommended for the adult. One or two glassfuls of water is recommended for children. Under one year of age, one-half to one glassful of water is recommended.
   —Vomiting may occur from 5 to 30 minutes after giving Syrup of Ipecac. If vomiting has not occurred within 20 minutes, an additional one-half to one glassful of water may be given. Failure of Ipecac to induce vomiting usually occurs when not enough water or fluid is given to the patient.
   —If vomiting has not occurred within 30 minutes, you may be directed to give a second dose of Syrup of Ipecac and additional water.
   —When vomiting does occur, keep the head lower than the hips to avoid aspiration of the vomitus into the lungs. Save the vomitus for examination of contents. Continue to give fluids until vomitus is clear. Keep in contact with Poison Center or family physician during the procedure.
   —Because of the delay in the onset of vomiting with Syrup of Ipecac, one has to predict what the patient's condition will be 30 minutes in the future when vomiting does occur. Complications may occur if the patient becomes unconscious or goes into convulsions. The Poison Center will assist with this evaluation.
   —Syrup of Ipecac is available in any pharmacy and it is wise to keep a supply on hand at all times. It should not, however, be used without first contacting the Poison Center or your physician.

NEW MEXICO POISON, DRUG
INFORMATION AND MEDICAL
CRISIS CENTER

2. FUMES OR GASES (Fuel gases, auto exhaust, dense smoke from fires or fumes from poisonous chemicals.)
    a. Get victim into fresh air, being careful not to expose yourself to excessive amounts of the same fumes.
    b. Loosen clothing.
    c. If victim is not breathing, start artificial respiration promptly.
    d. Have someone call the Poison Center immediately.
3. EYE
    a. IMMEDIATELY, gently flush out the eye for 15 minutes with eyelids held open, using plenty of tap water. Water should be poured on the forehead and allowed to flow into the eyes.
    b. Call the Poison Center and transport patient to a medical facility or Ophthalmologist's office promptly if so directed.
4. SKIN
    a. Remove contaminated clothing, using gloves to prevent contact with poison.
    b. Wash skin immediately with large amount of water, do not scrub the area involved.
    c. Call the Poison Center and transport patient to a medical facility promptly if so directed.

BITES AND STINGS (spiders, scorpions, or unusual reaction to stinging insects such as bees, wasps, hornets, etc.)
    a. Do not allow the patient to walk or exercise.
    b. Determine the identity of the offending insect.
    c. Place any available cold substance on bite area to relieve the pain.
    d. Call the Poison Center and transport the patient to a medical facility if so directed. (Persons with known unusual reactions to insect bites should carry emergency identity cards at all times, also an emergency treatment kit.)

[illegible] POISON, DRUG
[illegible] AND MEDICAL
[illegible]

CHILD CARE

ASSIGNMENT SHEET 14 - OBSERVATION SHEET

INSTRUCTIONS: While you are observing and visiting with child fill in the following questions as much as possible. Do not force child to answer questions.

1. Name of child ______________________
2. Age of child ______________________
3. Place of child in family (oldest, youngest, middle) ______________
4. Size of family __________________ Names of family members __________

   ____
5. How does child:
   a. Interact with other children?
   b. Interact with teacher?
   c. Interact with visitors (you)?
6. What are some things this child can do alone?
7. Which of the following questions could the child answer:
   a. Name __________________ b. Where he lives
   c. Phone number d. Parents' names
   e. Teacher's name
8. In what way were the children different?
9. In what ways were the children different?
10. What interested you most about the day care center?

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CHILD CARE

ANSWERS TO ASSIGNMENT SHEET 1

8	1	6
3	5	7
4	9	2

The magic number is 15.

CHILD CARE

ANSWERS TO ASSIGNMENT SHEET 7

Some of the following answers should be included in the answers and evaluated to the satisfaciton of the teacher.

1. Positive attitude toward children
   Mature enough for responsibilities
   Dependable: no visitors, no phone calls, on time
   Healthy
   Alert
   Well-groomed

2. Children are dependent on the babysitter for:
   Health
   Safety
   Entertainment

3. Know the names, ages, and routines of the children

4. Controls: heat and cooling
   Lights
   Locks and switches
   Household exits
   First aid kit and/or medicine chest
   Flashlight
   Fire extinguisher

5. Parents - where they will be
   Doctor
   Neighbor or nearby relative
   Emergency number (911)

6. Number of children
   Extra pay for late hours
   Extra pay for extra duties such as household tasks
   Rate per hour
   Transportation

7. Phone numbers
   Instructions about allergies, if any
   Instructions about routines (meal time and/or snacks, play time and T.V. watching, nap time, bath time, and bed time.)
   Instructions about habits and fears

8-11. Answer is student's own opinion; answer can be evaluated to the satisfaction of the teacher.

CHILD CARE

TEST

1. Match the words on the right to the correct definition.

____ A. First sounds a baby makes that leads to speech

____ B. A child 2-3- years old

____ C. One that is hired by another usually for wages or salary; for example, a babysitter

____ E. Growing up mentally and physically

____ F. To get rid of body waste

____ G. Jumping from one thing to another

____ H. A giving of information by talking, writing, using gestures, etc.

____ I. One that hires others; for example, a parent who hires a babysitter

____ J. The way something is done

1. Communication
2. Gestures
3. Babbling
4. Flits
5. Maturity
6. Elimination
7. Patterns
8. Toddler
9. Employer
10. Employee

2. Name four ways children communicate to others.

1. 3.

2. 4.

3. Discuss the attention span of children and how this relates to play.

4. List 3 things children can do for themselves.

1.

2.

3.

CHILD CARE

TEST

5. 5. List 4 areas where children vary in behavior.

1. 3.

2. 4.

6. Describe some sleeping and eating patterns of children.

A. Sleeping patterns

B. Eating patterns

7. List expectations of the employee - the babysitter - including qualifications and responsibilities.

A. Qualifications

B. Responsibilities

8. Name expectations of the employer - the parent - including information to be given to the babysitter.

CHILD CARE

TEST

9. Discuss 3 points important to the safety of the babysitter.

   1.

   2.

   3.

10. Match the emergencies in the right to the correct safety procedures.

   ____ a. Give child a couple glasses of milk and call parents and doctor

   ____ b. Run cold water over minor ones

   ____ c. Get everyone out of house and call fire department

   ____ d. Wash with soap and water and phone parents; make a mental note of what the animal looks like

   _____ e. If no bleeding or only a little, apply an adhesive bandage

   1. Bites

   2. Burns

   3. Cuts, scratches and bruises

   4. Fire

   5. Poisoning

11. List 3 ways to prevent emergencies.

   1.

   2.

   3.

12. Name 4 related career possibilities.

   1.

   2.

   3.

   4.

13. Observe a child.

14. Make a babysitter's project.

CHILD CARE

ANSWERS TO TEST

1. a. 3
   b. 8
   c. 10
   d. 2
   e. 5
   f. 6
   g. 4
   h. 1
   i. 9
   j. 7

2. Crying, gestures, babbling, talking

3. Discussion will include following points:
   Individual variation
   Attention flits from one thing to another
   With maturity, attention more selective
   Varied play activities

4. 1. Getting dressed
   2. Control of elimination
   3. Making simple decisions: what to play, what to wear, and what to eat
   4. Eating
   5. Picking up after oneself

5. 1. Attention span
   2. Eating habits
   3. Sleeping or napping habits
   4. Communication patterns
   5. Interest in play activities
   6. Discipline

6. A. Varies for each child depending on parent's schedule, child's need for sleep, and day's activities
   Child should not be overly excited or tired before bedtime
   B. Varies in each family depending on parent's schedule
   Appetite varies depending on illness, day's activities

CHILD CARE

ANSWERS TO TEST

7. A. Positive attitude toward children
Mature enough for responsibilities
Dependable: no visitors, no phone calls, on time
Healthy
Alert
Well-groomed

B. Children are dependent on the babysitter for safety, health, and entertainment

Know the children before the first job: names, ages, and routines

Know the home: controls, lights, locks and switches, household exits, first aid kit and/or medicine chest, flashlight, and fire extinguisher

Keep written records: phone numbers of parents, doctor, neighbor or nearby relative, emergency number and messages from phone calls

Determine salary before accepting job: number of children, extra pay for late hours, extra pay for extra duties such as household tasks, rate per hour, and transportation

Observe privacy of home

8. Information such as phone numbers, instructions on pets, allergies, routines (meal time and/or snacks, play time and T.V. watching, nap time, bath time, bed time), habits and fears

Salary: agreement before job and pay babysitter before she/he leaves job

Transportation of babysitter

9. 1. Inquire into the home of strangers before accepting job
2. Call your won parents for help if danger, molesters, drunks, or strange behaviors occur
3. Do not open door to strangers
4. Do not let telephone callers know you are alone
5. Keep doors and windows locked
6. Do not investigate sounds

10. a. 5 d. 1
b. 2 e. 3
c. 4

CHILD CARE

ANSWERS TO TEST

11. 1. Stay awake
    2. Watch children when they are in dangerous areas like the kitchen, garage, bathroom and stairways
    3. Keep children away from electrical outlets
    4. Do not let children play with matches, knives, sharp objects, or plastic bags
    5. Make sure medicine chest and household supply closet are tightly shut
    6. Help children keep toys out of passage ways

12. 1. Operate own nursery
    2. Work at child care center
    3. Work in private homes
    4. Work in kindergarten centers
    5. Community, park, and recreation programs
    6. After school programs for school age children

13. Evaluated to the satisfaction of the teacher.

14. Evaluated to the satisfaction of the teacher.